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ABSTRACT

A continuation of kindergarten and first grade guides, this teachers' manual contains practical suggestions for the implementation of a comprehensive program for second grade students. In the introduction the characteristics of the 7-year-old child, as well as the philosophy and focus of the second grade program, are specified. Section 1 presents information and procedures for planning and scheduling the first days of school. Techniques for creating an exciting learning environment are described in Section 2. Section 3 discusses the importance of enabling and supporting children's language through dialogue, discourse, and discussion. The thematic approach to instruction is detailed in Section 4. Learning experiences are outlined for each of three themes: supermarket, environment, and library. This section also contains a discussion of language emphasis for the Limited English Proficient child. Many approaches to using literature as a basis for reading and writing instruction are described in Section 5. Section 6 offers a thorough look at the writing process for children and the teacher's role in this process. The home/school relationship is discussed in Section 7. Section 8 reviews methods of evaluation. Section 9 focuses on developmental skills and the scope of curriculum areas. In conclusion, section 10 lists resources and references, such as recommended books for children and a bibliography for teachers and parents. (RH)

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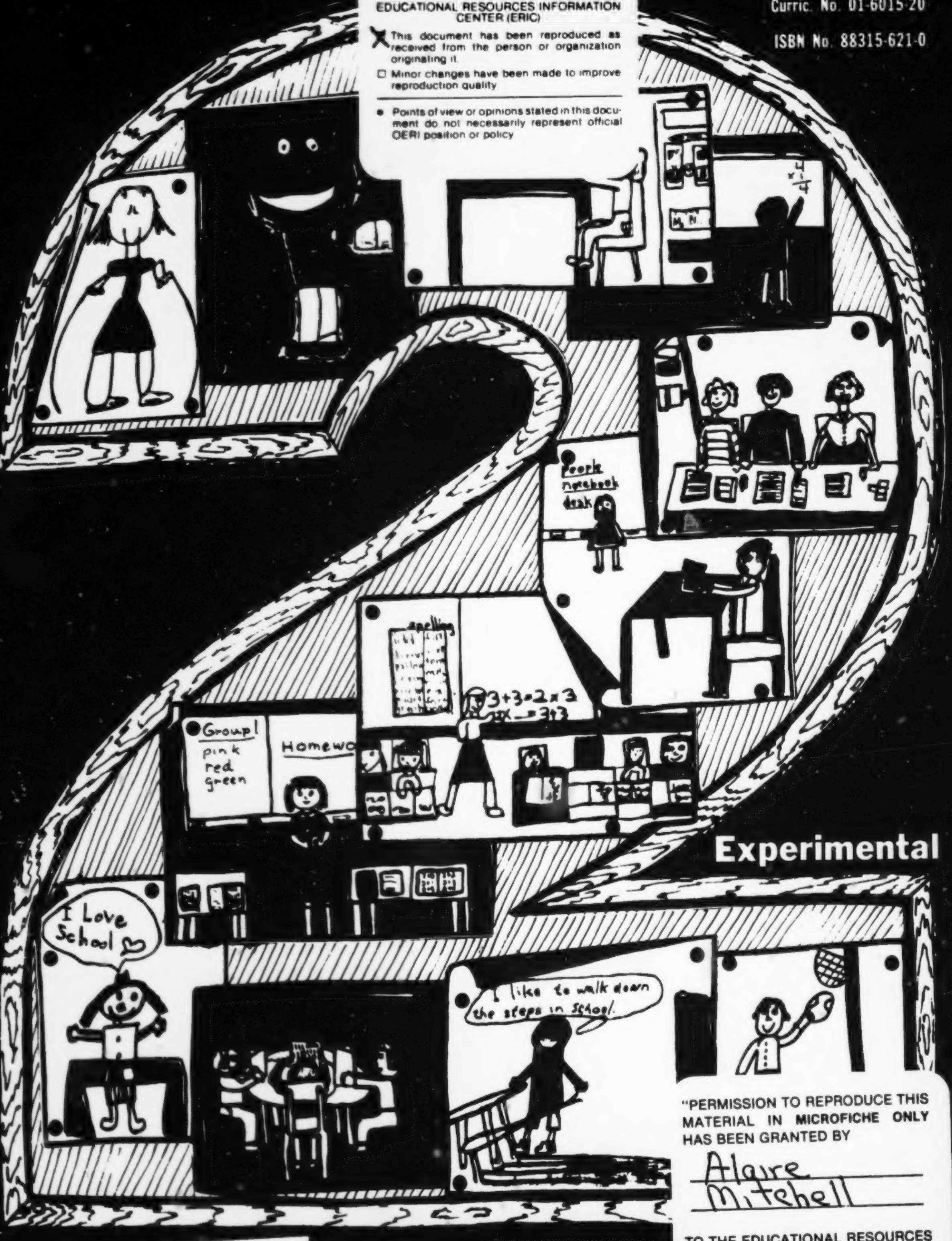
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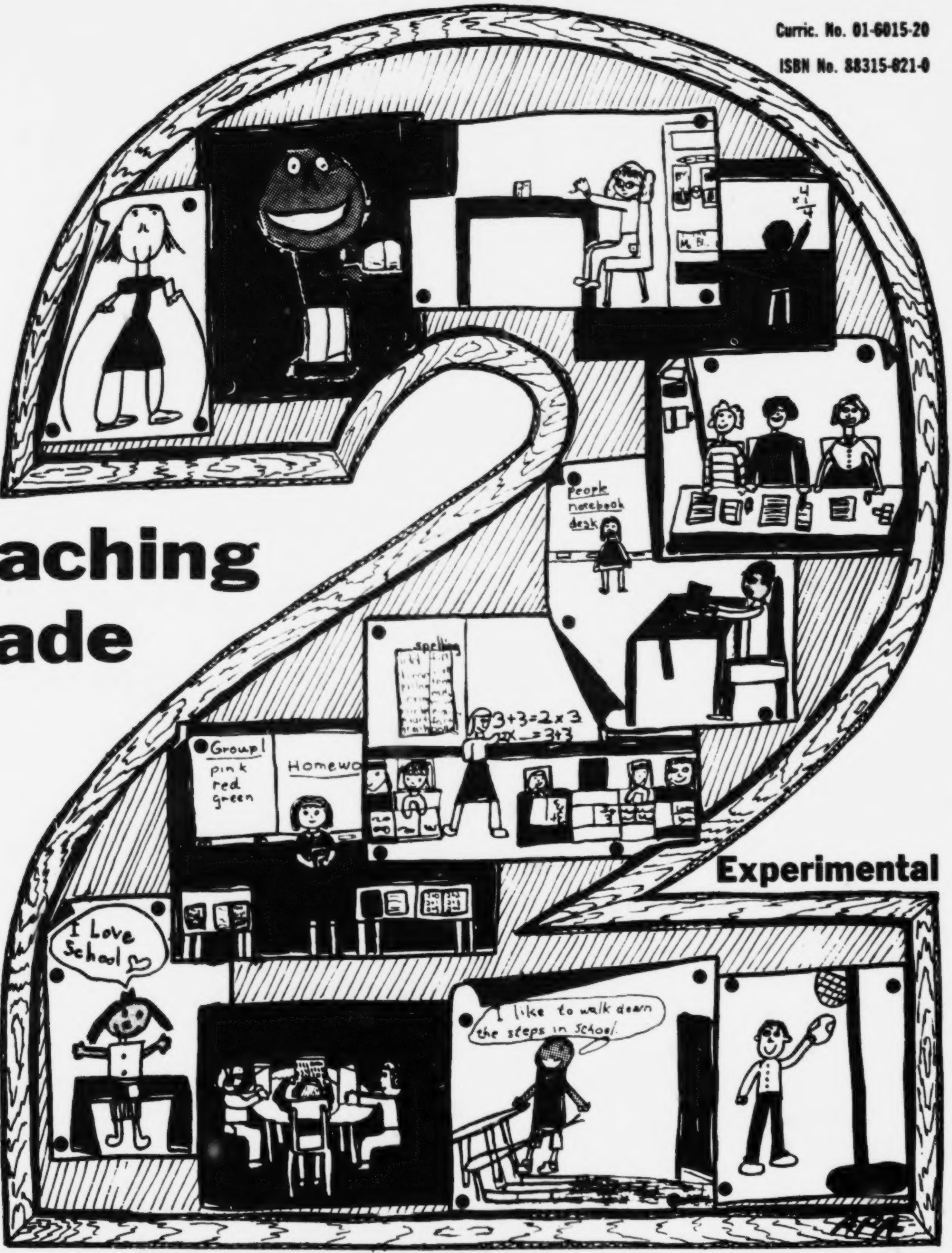
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Introduction

THE SEVEN-YEAR-OLD CHILD

Sevens want to be fond of their teachers. They are sensitive to the attitudes teachers have about them. While challenging their parents at home, they come to school in a receptive mood. Having by now learned the procedure of school life, they display competence, at the same time showing some difficulty with changes in routine.

Sevens frequently want to get on with doing the things they know have to be done; they will nag to get adults to do their part. When it doesn't happen the way they planned (no matter what the "it" is) they will resist. Once it is clear that a new procedure is to be followed, they will sometimes accept with seeming docility and then be seen muttering to themselves. They become sulky until they are helped to fit into the new routine, after which they are apt to accept the new way enthusiastically.

Children at this age sometimes appear as if they were engaged in an inner dialogue. They can be listening intently, and suddenly will appear to be off in another land, musing about something. At other times, having become involved in a project, they will persist with great intensity and preoccupation. Disturbed at being required to stop, they will demonstrate their annoyance, until once again involved in something else.

Children still need a great deal of guidance and supervision in this transitional phase of development. The teacher is relied on as the arbitrator of rule making, which is still guided by personal interest. Children will come with complaints about other children, although tattle-tale behavior is beginning to be disapproved of by the group.

It's never easy to lose; sevens seem to have a harder time with losing than other ages. Losing can lead to a sudden break in what had appeared to be a close friendship. Relationships with peers are often short and intense.

Although play with other children appears more organized, it still requires adult support for it to be sustained. It is not yet time for organized sports, but the children are getting ready. The boys are beginning to split into one group and the girls into another. Little cliques are common, with the accompanying secrets that make one an "in" member of a group. Some of these secrets are about other children, and begin to take on a cruel streak. But where at nine this behavior has more "meanness" attending it, at seven it can be engaged in with intensity one day, but with few permanent grudges. Cursing and "bathroom" language and jokes are very popular. The whole group can easily dissolve at a single slightly off-color word.

For many sevens, this is a period of steady growth. Body form is changing. Missing teeth, so common at six, are being replaced by permanent teeth. Improved eye, hand, and foot coordination allows for greater facility in jumping, running, skipping, and throwing and catching a ball. These growing skills, coupled with a growing competitiveness, are leading toward a desire for more organized games which will be in full swing at eight.

In school, the children know basic numerical concepts and some operations. They are aware of time as an organizer of school life. They like to watch the same thing over and over on television, play the same game, repeat the same experience.

The child at six was still very involved in fantasy play; at seven reality is beginning to set in. Children become more concerned that a drawing look like the thing intended. Play will reflect more interest in and a wish to be part of the real world.

It is all right that classrooms are filled with children who are exceptions to these "typical" characteristics of the seven-year-old. Awareness of the norm provides the teacher with a background for assessment, not a rigid pattern demanding strict adherence.

Foreword

Teaching Grade Two is a guide for second grade teachers who will continue to use the developmental approach to learning outlined in the previous two manuals, Getting Started in the All Day Kindergarten and "Now We Are Six," A Guide to Teaching First Grade.

Children in second grade come to school with a variety of prior school experiences, languages, abilities, learning styles, and degrees of success. This manual has been developed to assist the teacher in planning for differentiated instruction, the use of learning centers, and other grouping strategies. Teachers, as enablers of children's growth, will find much in this teaching guide to enrich their own programs.

Teaching Grade Two contains practical suggestions on classroom organization, scheduling, and planning. It presents three fully developed themes, including sections for the Limited English Proficient child. Activities are developed both for the individual and the group which encourage the integration of curriculum areas.

Listening, speaking, reading, and writing are skills which reinforce each other. This concept is given practical application in this manual through sections on literature, writing, and the teacher-child interaction process.

Your cooperation in sharing your reactions to this guide will be helpful in planning revisions and staff development workshops.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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Teaching Grade Two was written to assist teachers as they plan and implement an effective program for second grade children. The guide is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director.

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Teaching Grade Two

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THE GUIDE: ITS CONTENT

"Teaching Grade Two" is a practical and thorough guide for implementing a comprehensive program for second graders. In the introduction the characteristics of the seven-year-old, as well as the philosophy and focus of the second grade program, are introduced.

Section 1: Planning and Scheduling presents information and procedures for the first days of school. This section includes sample daily and weekly schedules, guidelines for the teacher's planbook, homework strategies, and the use of classroom assistants. A planning checklist for the second grade teacher is also presented.

Techniques for creating an exciting learning environment are described in Section 2: The Setting: Teaching and Learning Together. These include differentiated instruction, management routines, learning centers, and room arrangement. Several sample floor plans are presented, and a variety of classroom charts are described. Suggestions are made for the use of computers in the classroom. The importance and use of recordkeeping are delineated, and the teacher is presented with a checklist for the classroom learning environment.

The Extended Learning Environment takes the teacher and children outside the classroom for enrichment through field trips. Descriptions are given of places to go in and away from the immediate neighborhood. Trip planning is fully discussed. Interviewing and map-making skills are presented. The teacher is also taken outside the classroom setting to explore the lively world of children's games, cheers, songs, and chants.

Section 3: Teachers and Children: The Learning Collaborative discusses the importance of enabling and supporting children's language through dialogue, discourse, and discussion. The relationship between language and the development of thought is emphasized. Child/teacher and child/child dialogues are presented as evidence of thought development through language.

The thematic approach to instruction is detailed in Section 4: Themes. Learning experiences are outlined for each of three themes: Supermarket, Environment, Library. A comprehensive overview of each theme is presented in a flowchart. This section also contains a discussion of language emphasis for the Limited English Proficient child.

Many approaches to using literature as a basis for reading and writing instruction are described in Section 5: Developing Communication Arts Skills Through Literature. Detailed in this section are the Shared Book Experience, Reading With Trade Books, Alternative Uses of the Basal Reader, and Responding to Literature. A method of providing reading instruction in the content areas is fully described. Evaluation techniques for a literature-based communication arts program are offered. The section concludes by highlighting the Reading/Writing Connection.

Section 6: Writing offers a thorough look at the writing process for children and the teacher's role in this process. Included in this section are descriptions of the following: writing centers, scheduling, recordkeeping, prewriting, conferencing, sharing, editing, revising, publishing. Spelling and handwriting are also discussed. Techniques are presented for evaluating children's progress in the writing program.

The important relationship between home and school is presented in Section 7: Parents and Teachers: Ways to Share. A teacher's input into ways the family can support the learning child is described. Teacher/parent conferences and other methods of keeping parents informed about their children's progress are explored. The New York City testing program, as a new experience for second graders and their parents, is explained.

Section 8: Assessment reviews diverse methods of evaluation. These include: various articulation formats; New York State screening procedures; the New York City testing program; identification of children with special needs; checklists; and ways of identifying and nurturing gifted behavior in second graders. Adaptations of curriculum planning and implementation are discussed.

What is the scope of the curriculum areas in second grade? What are the developmental skills children will acquire? These questions are answered in Section 9: Developmental Skills and Scope of Curriculum Areas. The Communication Arts and Mathematics skills are fully delineated. The scope of the other curriculum areas, such as Art, Health Education, Music, Physical Education, Science, and Social Studies, are also described.

Section 10: Resources and References offers a listing of recommended books for children. A teacher/parent bibliography is provided, as well as a listing of all appropriate New York City curriculum bulletins. Included is a listing of city, state, national, and international professional organizations.

Section 1
Planning and Scheduling

Planning and Scheduling

THE FIRST DAYS

Planning for the first days of the school year requires a great deal of thought and time. The first days will set the stage for the months ahead. It is the time when routines are established, the classroom is organized, materials are selected, and a mutually supportive relationship between home and school is initiated.

Section I, "The First Days," will help the teacher in day-by-day planning for the first days of school. This section contains ideas and information concerning:

- "Who's in my class?"
- planning
- suggested daily schedules
- sample weekly schedule
- the teacher's plan book
- homework
- classroom assistants
- a planning checklist

Teachers, as well as children, have their own styles of working and learning. We have provided a broad framework from which to begin.

WHO'S IN MY CLASS?

The second grade program gives children a chance to explore and learn on their own developmental level. Children come to school with a variety of previous learning experiences. The teacher can accommodate their needs by finding out as much as possible about the children's backgrounds, abilities, and learning styles and needs. The assessment tools in Section 8 of this manual will assist teachers with this process.

Second grade children can have a wide age range. Some may have been held over, and others may have birthdays very close to the cut-off date. Children in this group will interact with others according to their needs and abilities. Natural socialization will occur as the children work together. The teacher will find out where they are developmentally, and select the most appropriate curriculum for the children.

Children who speak English as a second language are often assigned to a regular second grade class. The teacher should take note of the previous schooling these children have had. Some may have had no schooling at all, and others very little. Cultural differences, which enrich our city, may inhibit an entering child's progress at first, and adjustment should be made for this child. Teachers of English as a Second Language should ascertain the child's cognitive development in the native language, since in many cases skills will need to be transferred rather than acquired.

Resource people in the school can be called upon to help evaluate ESL students. Very often there is an ESL teacher available to provide direct instruction in a pull-out program. The Language Assessment Battery is given to all new children and provisions are made for supplemental instruction for LEP students. The LAB teacher works with the classroom teacher to provide the best possible program. Language Emphasis - Extended Lessons for LEP students are included in this manual in the theme sections.

The teacher can assess student development by interacting with the children and making observations informally. Student performance, academic achievement, social behaviors, and attitudes are all factors in determining the educational program. Test information and assessment of higher order thinking skills can also help the teacher plan teaching strategies.

The children in a classroom learn in various ways. Teachers need to be sensitive to this diversity and to implement a teaching style flexible enough to support and challenge each child.

Early informal assessment will allow teachers to use the curriculum as a management tool. Once children's needs are assessed, goals set, and objectives defined, the teacher has control over the educational program, and can then organize subject area curriculum, identify resources, select instructional strategies, and collect materials. Finally, a plan can be made for the evaluation of the program.

Building a program on children's strengths will help motivate and create classroom interest. The more interest aroused in the children, the more successful learning takes place. Children's pride in their classroom will foster self-discipline and responsibility.

The second grade program can be organized into thematic units with a workable, interdisciplinary structure and still provide for the needs of the children. Thematic units developed by the teacher take into account children's levels of development, their ages, abilities, and learning styles. Many interesting subjects can be included in a thematic unit. Teachers can expand or modify the program as needed. As long as children are motivated and continue to be receptive to challenge, they will continue to grow.

OFF TO A GOOD START!

Planning for the first days of second grade is critical. Some children may be new to the school; others are new to the grade. To assure a smooth transition parents should be notified before the first day of school about classroom location, teacher's name, arrival and dismissal times and procedures, and any special regulations. If not sent in advance, a notice can be sent home with the children on the first day. Teachers and parents will have an ongoing communication during the year through conferences, newsletters, notices, or a parent bulletin board. This interaction with parents will give teachers knowledge of the children as individuals with different backgrounds and needs.

Seven-year-olds are lively, active, and interested in the world around them. They are energetic, talkative, and their attention spans are lengthening. Their eye-hand coordination and small-muscle development is stronger, and they can write for longer periods. Seven-year-olds learn best through active, concrete activities. They enjoy songs and rhythms and like to listen to stories. Leaving the nurturing environment of the first grade, the children still need a supportive setting while gaining independence working alone and in larger groups.

It is, therefore, essential to consider the nature of the children when planning the first days of second grade. Teachers will have access to the children's cumulative records before school starts. To familiarize themselves with the children, teachers can peruse records about previous performance. They may also talk to a child's previous teacher. Sample articulation cards are included in this manual. As the first week progresses, teachers can study the children and record information that will be relevant to instruction.

The classroom should be arranged before the children enter on the first day of school. Cheerful bulletin boards ready for the children's work will give the room a warm feeling. The furniture should be in place for easy seat assignment as the children enter. Hooks or cubbies for clothing can be labeled in advance for storage of the children's personal belongings. Centers can be ready for display and introduction to the children. Center materials should be readily accessible and should stimulate interest.

Large oaktag name cards can be made in advance and given to the children as they are assigned to seats. This will make it easier for the teacher to call on the children, using their first names. The children will become familiar with the names of their classmates and friends, and they can begin to use them in their writing and speaking.

The sample daily lesson plans included in this section describe an environment appropriate for learning. The day should be balanced between individual and group work and strenuous and quiet activities. Initial instruction should be based on children's previous experiences. Short periods of time should be set aside for transitions from one activity to another. Large blocks of time should be set aside for center work and independent assignments. The timing and sequence of the daily schedule should remain the same for the first weeks of school. This will allow children to feel comfortable and familiar with the schedule. Once this framework is set up, the content can be varied while still maintaining order. Teachers can prepare children a day or two in advance for a special event that may occur, such as an assembly program or a trip.

Routines for activities such as lunch, gym, and line-up should be established as soon as possible at the beginning of the school year. The teacher develops these with the class to sustain order and maintain organization. Clear, well thought out routines should be stressed and clearly defined so that children know what is expected of them.

Planning is as important an aspect of the curriculum as content. (The teacher's planbook is described later in this chapter.) Cooperative planning with the cluster (preparation) teacher and classroom assistants (paraprofessional, parent/community assistant, student teacher) is essential. The teacher plans for both short- and long-range objectives. Time should be set aside for sharing, for recording observations about children during the week and for planning for individual children's needs.

Teachers of second grade need to be sensitive to individual needs, strengths, and weaknesses. Teachers' views have been shaped by their sex, race, and ethnic ethnic, religious, or social-class backgrounds. Teachers need to learn about the children's backgrounds and become familiar with the customary modes of expression of the different ethnic and cultural groups represented in the classroom.

Very often stereotyping is inadvertently perpetuated in school. Acceptance of "traditionally appropriate" sex roles or use of stereotyping instructional materials can mislead children. It is important for young children to develop understanding, acceptance, and sensitivity to all people. Teachers' attitudes and behaviors are unspoken clues from which children learn. A sound educational environment promotes healthy attitudes towards people from different backgrounds, handicapped people, and senior citizens. Teachers can foster good human relations by:

- encouraging good attitudes and sharing when children play together
- selecting from among all students in assigning classroom tasks
- planning bulletin board displays on human relations
- sharing related literature
- setting similar expectations for boys and girls
- addressing children in a nonsexist manner
- communicating fair attitudes about relationships with others

DIRECT INSTRUCTION AND EXPERIENTIAL LEARNING

Direct instruction and experiential learning are not mutually exclusive. Instruction in basic skills and higher-level thinking processes can be integrated through the use of the thematic approach.

The teacher can provide direct instruction throughout the day to individuals and to small and large groups of children. (Time periods are set aside for whole class instruction on the suggested weekly schedule.) Second grade children need both structure and freedom. They need opportunities for active participation in learning situations and are able to assume some responsibility. They also need to learn basic skills through teacher-directed lessons.

It is necessary for the teacher to design the experiential framework or theme first, and then plan the activities and directed lessons to go with it. In this way basic skills become a meaningful part of the whole rather than an end in themselves. An example of this process would be to introduce a theme such as "Supermarkets." The teacher decides on the concepts and skills to be taught. For example, the teacher may decide to teach a lesson on alphabetizing and have the children alphabetize names of foods. A direct instruction lesson can be taught about categorizing, with children sorting food names into separate baskets. Once the direct instruction lessons are taught and the children have acquired the skills, they can work in small groups or independently to create their own products, e.g., an alphabetical shopping list or a new food to go in the dairy aisle.

Learning centers are a way to integrate basic skills and thinking skills. The activities will give children a chance to apply the skills they have been taught and to make choices. Center activities can also be used to accommodate many learning styles. Children are usually very excited about centers. It is important for the teacher to introduce each center carefully and slowly. Children will be confused if too many centers are established too early; however, many of the second graders will be familiar with learning centers and their use. (The sample daily and weekly schedules include time for using learning centers.)

Through the interdisciplinary approaches of themes and learning centers, thinking skills are combined with content. Task cards and independent activities are directly linked to the direct instruction activities. Establishing acceptable routines for using learning centers is part of the orientation for the first week of school. Materials are available and explored. Children must be taught as a group how to do an activity before they work independently. A limited number of centers are available at the beginning of the year. A thematic unit such as "Library" teaches basic skills through direct instruction lessons. (See Section 4, "Developing Themes of Study.") The appendix at the end of each theme offers prototype instructional activities as well as thinking activities based on the theme. Each is enhanced by the other.

Suggested Daily Schedule #1 for the First Day
8:40 A.M. to 3:00 P.M.

8:40 - 9:00 Greet Children and Parents:
Escort children to the classroom from arrival area, seat them appropriately, assign table numbers and clothing spaces.

9:00 - 9:30 Whole Class Activity:
Teacher introduces self. Teacher calls each child's name and hands the child a prepasted name square. Teacher presents a chart with columns headed with the names of the previous term's first grade teachers, e.g.,

Mrs. Smith	Mr. Jones	Ms. Ivy	Another School

Children are called again to place their squares in the appropriate columns. Each child says, "My name is ________________. I was in __________ class last term."

Children become familiar with their classmates' names during this activity. Attendance has been taken informally.

9:40 - 9:50 Routines and Transition:
Practice lining up and returning to seats.

9:50 - 10:15 Orientation--Whole Class:
Familiarize children with the room arrangement, location of centers, and materials. Initiate a discussion of guidelines that will help teacher and children live together during the school year.

10:15 - 10:25 Review the plan of the day. Record it on the chalkboard.

OUR DAY

☐ Getting Acquainted
☐ Writing
☐ Math
☐ Lunch
☐ Meeting
☐ Science
☐ Calendar
☐ Story

Check each box when the activity is completed.

10:25 - 10:40 Routine
Practice lining up, walking through halls, locating and using the bathrooms.

10:40 - 11:15 Science Activity
Teacher will make a simple weather chart with the children choosing symbols to represent different types of weather. Children may discuss the relationship between the symbols and the current fall season. Teacher develops an experience story from the ideas elicited from the discussion.

11:15 - 11:30 Story Time:
Teacher reads a story related to the beginning of school, e.g., Do You Want To Be My Friend - Eric Carle or Will I Have a Friend - Miriam Cohen.

11:30 - 11:40 Routines and Transition:
Discuss lunch time procedures. Practice lining up, getting clothing, walking to the lunchroom, taking assigned seats.

11:40 - 12:30 Lunch and Outdoor Yard

12:30 - 12:50 Routine
Pick up children from line-up area and reinforce lunch time and line-up procedures.

12:50 - 1:20 Social Studies/Mathematics Activity:
Teacher gives each child a September calendar. Children will write in the numerals for the dates, color the boxes for holidays, and count how many days there are in the month. Children draw the appropriate weather symbol for the first day of school.

1:20 - 1:50 Communication Arts (Writing)
Children draw pictures of themselves. They write a few sentences about what they like to do in school.

1:50 - 2:15 Meeting Time
Children sit in a circle and share their drawings and writings.
Teacher displays drawings and writings on a class bulletin board. Children return to seats.

2:15 - 2:35 Homework
Teacher distributes and discusses the homework sheet. e.g.,
"Find a picture of something that begins with the same sound as the beginning sound of your name."
"Paste the picture on this sheet."
"Fill in the missing words."
"My name is ___________. I found a picture of a ___________.

Teacher distributes and discusses list of needed school supplies.

2:35 - 3:00 Evaluation and Review:
Review the day's activities. Preview what will happen the following day. Prepare for dismissal--practice putting up chairs, lining up, using correct exits.

3:00 Dismissal

Suggested Daily Schedule #2

8:40 A.M. to 3:00 P.M.

8:40 - 9:00	**Greeting Children:** The teacher greets the class at the designated area and escorts them to the classroom. Review getting ready routines, e.g., putting clothing away and forming a circle for meeting time.
9:00 - 9:30	**Meeting Time:** Review the names of the children by taking informal attendance, using chart developed the previous day (Suggested Daily Schedule #1). Discuss the sequence of activities for the day and record on the chalkboard.
9:30 - 10:00	**Whole Class Activity: Mathematics** Children use their September calendar to record the weather symbol for the day. Teacher introduces thermometer. Discusses how thermometer may be used to understand weather. Teacher places thermometer outside window and children note degrees. Children enter degrees, (e.g. 72°) on September calendar. The daily temperature recordings may be used at end of month to construct a graph.
10:00 - 10:15	**Sing a Familiar Song:** "The Months of The Year"
10:15 - 10:30	**Routines and Transition:** Review lining up and using the bathrooms. Walk through halls to locate the auditorium, library and other second grade classrooms.
10:30 - 10:55	**Whole Class Activity: Language Arts** Teacher initiates a discussion of families: "How many people are in your family? What do you enjoy doing with people in your family?" (Teacher lists responses on chalkboard.) Children write about family members describing what they enjoy doing together. Children can draw pictures to attach to their stories.
10:55 - 11:40	**Art Preparation Period:** Children in art room with teacher-specialist.
11:40 - 12:30	**Lunch and Outdoor Yard**
12:30 - 12:50	**Routine** Pick up children from line-up area and reinforce lunchtime and line-up procedures. Reinforce classroom rules and routines.

12:50 - 1:30 Science

Make model thermometers from oaktag and red and white ribbons sewn together. Demonstrate with children how to show particular temperatures on their thermometers by moving the ribbons. Prepare individual mathematics envelopes and have children store thermometers there.

1:30 - 2:00 Storytime:

Survey the books in the class library to find ones that have a family theme. Choose one to read to the class, e.g.,

Daddy and Ben Together
by Mirima Stecher and Alice Kendell
Families Are Like That
by Thomas Y. Crowell.

2:00 - 2:15 Homework

Teacher asks children to find weather reports in the newspaper which show degrees or weather symbols. Teacher displays samples to children. Children are asked to listen to the radio in the morning to hear the temperature and type of weather for the day.

2:15 - 2:45 Evaluation and Review

Ask a few children to show their family pictures and read their stories. Review the day's activities. Preview what will happen the following day.

Prepare for dismissal, practice putting up chairs, lining up, using correct exits.

3:00 Dismissal

SAMPLE WEEKLY SCHEDULE

* This sample schedule shows how a second grade teacher might plan a typical week. Teachers and supervisors may modify the schedule in keeping with district policy, school regulations, and organization.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40- 9:00	Meeting: Begin-the-day routines, planning of the day, sharing of homework assignments, discussing of special events				→
9:00- 9:50	Reading/Reading Skills/Listening: Grouped instruction in communication arts, including reading groups, skills lessons, word games, book sharing, research				→
9:50- 10:00	Music/Physical Education: Songs, games				→
10:00- 10:45	Mathematics: Direct instruction followed by group work including manipulatives, problem solving, skill sheets, math task cards, measuring and graphing activities				→
10:45- 11:10	Literature: Story time/discussion, book sharing, reactions, illustrating			10:45-11:30 Preparation Period (Art)	10:45 - 11:30 Physical Ed./ Health Ed. Gym Period
11:10- 11:30	Whole Group Instruction: In a specific content area such as Social Studies, Science, Art, or Health			11:30 - 11:40 preparation for lunch	11:30 - 11:40 preparation for lunch
11:40- 12:30	L	U	N	C	H
12:30 1:15	Writing Activities: Creative writing, journals, handwriting; expository writing, reports, messages, letters; theme-related writing, writing in content area, social studies, science				→
1:15 2:15	Center Time: Small group preparation/instruction children select learning centers in classroom to work on projects, task cards, and activities of interest and/or content area		1:15 - 2:00 Preparation Period (Library)	Center Time: Includes activities and tasks in which all curriculum areas are integrated	2:00 - 2:30 Assembly →
2:15- 2:30	Music/Physical Education - Movement, rhythms		2:00 - 2:45 Center Time		
2:30 2:45	Meeting: Sharing work of the day - writing, art, group projects. Previewing follow-up activities			Meeting: Evaluation of work by teacher and classmates	→
2:45- 3:00	Homework/Routines: Clarify homework, next-day reminders, dismissal routines				

THE TEACHER'S PLAN BOOK

Statement of Purpose

The teacher's plan book is a personal way to organize the learning environment efficiently. It gives the teacher a means to communicate with others, put a philosophy into practice, organize time, and think through what resources and materials will be needed. It is important for a teacher to plan in advance and become familiar with content materials. This framework will promote a sense of confidence and allow the teacher to see that there are many possibilities for expanding, integrating, and differentiating within the curriculum.

The plan book is used to guide the teacher in achieving short and long term goals. A listing of school or district goals may be included somewhere in the book. Planning helps clarify the effective distribution of teaching time. The length of time children spend on an individual project or group lesson is decided in advance. Sizeable periods of time each day are available for work periods. Programs are organized in blocks of time around related activities and experiences. An integrated program using "themes" and overlapping curriculum areas can be planned for accordingly.

Plans need to be flexible enough for the classroom teacher to use, change, modify, or adapt throughout the week as unique situations arise. The length of periods in a specific school may affect the plans, if the class must move to another area of the school building for a particular activity. Pupil needs in the class can also affect the plans, if groups are taken out for special services during the day.

The plan book is a personalized tool, suited to the teacher's teaching style. It should follow a clear, simple format that will be intelligible.

Once plans are written, the teacher will be familiar with the content, will know what instructional materials are needed for the following week or month, and will see a larger pattern emerging, covering the term's work. Research texts, booklets, refrence books, maps, magazines, and other materials will need to be collected. Trips can be planned to coordinate with current themes, and books relating to content areas can be placed in the library or read to the class. Well organized and successful teaching is dependent to a large extent on careful planning.

Use of the Plan Book

Many schools and districts have a uniform plan book policy that serves as a model in format and techniques. Other schools allow teachers to choose their own format. There may be a school or district circular which can be referred to at the beginning of the school year. Plan books are read regularly by supervisors, who check to see if they are current, being implemented, and provide for continuity of instruction.

Plan books are used to record information other than daily lessons. Lists of available instructional materials can be included. Conference notes, date reminders, observation lessons, and evaluations of group and individual growth can also be noted. Curriculum bulletins, instructional material, and professional literature assist the teacher in planning and can be referred to as needed.

Teachers are able to see the variety in types of lessons planned when they look at the weekly plan. Developmental lessons, audiovisual activities, and center work are used to balance each other throughout the day. Through this balance we can achieve an integration of learning and direct experiences.

Sharing of plans among teachers is a good source of information. Reading what others write promotes the process of self-evaluation. Teachers think, "How well are my plans being implemented? Do they provide for continuity of instruction?" This encourages creative planning to meet children's needs. We soon learn that a good plan on paper does not necessarily mean a successful lesson in the classroom.

Plan books are an invaluable aid for substitute teachers, making the time they spend with the class productive and manageable. The plan book will outline the highlights of the day, and the substitute teacher can review concepts which have already been presented by the teacher. Plans help eliminate the confusion that results when routines and time frame are not followed with second graders.

Suggested Content

The weekly plan should include many of the following items:

Current Theme - The teacher will choose a theme and list activities to be done that week, integrating as many areas of the curriculum as possible. The theme will extend over several weeks, with different weekly activities planned.

Reading - Basal reading, individualized reading, and content area reading can be planned. Teacher's editions of readers are a good source of reading plans. Individual conferences and group work are planned around the needs, interests, and abilities of the students. Reading plans can include "Group I," "Group II," and "Individual Needs" columns. Time can also be allotted to free reading or sustained silent reading programs.

Writing - Writing plans will include both a penmanship column and a creative writing or expository writing column. Included in the penmanship area are the letter(s) to be taught or reviewed and rules for correct formation. The creative/expository writing section may include writing topics to be assigned, story starters, lessons in editing, and journal or log entries. Time is also set aside in the plans for prewriting activities, free writing, conferencing, editing, revising, and sharing of finished work.

Communication Arts - Time is set aside each day for a meeting or discussion period that includes planning for the day and sharing of ideas, homework, or completed assignments. At this time a current events review period, or a debate relating to a social studies topic, can be planned.

Listening activities include literature relating to the theme, poetry, language games, and learning center activities.

Listening skills related to following directions, signals, and routines are incorporated into the program throughout the day.

Mathematics - Mathematics planning may include whole group lessons, small group lessons, and individual assignments. Lists of skills to be developed and manipulatives to be used, task cards, and content area mathematics activities are incorporated into the plans, where appropriate. Manual pages and review assignments can be added to let substitute teachers know where the children need practice.

Science - Demonstrations, experiments, and whole group lessons in science are planned for separately within a science unit. Science activities and tasks can be included in theme projects, center time work, and meeting time. The science center may include observing activities, recording activities, and comparing activities that can be incorporated into the daily plan.

Social Studies - Social studies planning includes whole group and small group instruction. Plans for the social studies unit may contain trips, speakers, interviews, research projects, and filmstrips. The plans incorporate social studies concepts of identity, citizenship, and interdependence among people. Plan for a weekly current events sharing session.

Art - Art activities are incorporated into the plan through content area tasks or center time. The plan for the art center will depend on the type of project that will be done and will include lists of the necessary materials. If a special art period is set aside with a resource person, that time will appear in the plan as well.

Music - Music is planned for separately as well as integrated into other curriculum areas. Songs, movement, and rhythms are practiced daily for a short period of time. Special music periods with a specialist are set aside, if provided. Special programs and music assemblies are planned for accordingly.

Health, Family Living, and Sex Education - Time is set aside weekly for lessons in personal hygiene, nutrition, or self-awareness. This may be incorporated with special periods set aside for a Physical/Health Education teacher.

Physical Education - Physical activity can be planned for in the classroom for a short time between work periods. A separate gym period for physcial activity, exercises, and games is planned for either with a specialist or by the classroom teacher. In nice weather, an outdoor physical activity period can be planned as well.

Spelling - Spelling words are listed in the plan book for reference during the week. Spelling activities are outlined and can be used as whole class lessons or in groups.

Handwriting - Activities that involve handwriting instruction may include rewriting compositions, task cards, or reports. Specific instruction in handwriting is planned for the whole class or groups, according to need. Time is set aside to introduce the correct formation of letters and spacing.

Materials - Resources to be used, such as illustrations, pictures, photographs, manipulatives, and realia, are all included in the plans for the week. Sources of information, poems, and stories can be listed for teacher reference.

Trips - Trips are planned for in great detail. The destination, the route to be followed, the objects or phenomena to be observed, and follow-up discussion and activities are all included in the plans. An experience chart or writing project is a follow-up activity. Providing a tripboard for the children is a good motivational technique.

Homework - Homework that reinforces classroom learnings and prepares the children for the following day is included in the plans. Homework is tailored to the needs of each group of children.

Assessment - Notes and checklists about groups and individuals are easily kept in the plan book. When an activity is completed, a short comment, such as "Needs Review" or "Go Ahead," can help the teacher in planning for those groups the following week. A class profile and listing of groups is included in the planbook. This helps the teacher evaluate both pupil growth and instruction.

Special Activities - Plans also include special activities that come up during the week, such as assembly, gym, library, art, or music. When planning, it is helpful for the classroom teacher to speak to the specialists to get an idea of topics being covered during these time periods.

Pivotal Questions - The inclusion of key questions in the plans is helpful to the teacher as the week progresses. Formulation of four or five key questions will guide a lesson towards achieving its aim.

Lesson Plan Format

Regardless of the format used, a lesson plan should always include:

Aim - purpose of the lesson;
Motivation - means utilized to stimulate interest in the lesson;
Materials - suitable materials to clarify the concepts;
Questions - guiding questions that are sequentially developed, follow-up questions that expand concepts;
Development - the main part of the lesson when concepts are taught and applied by the children;
Follow-up/Homework - an outgrowth of the lesson which reinforces skills;
Evaluation - discussion by the class of whether or not they achieved the aim. Notations are made by the teacher on the accomplishments of the group.

Substitute Teacher Guide - A page is stapled into the plan book to provide necessary information for substitute teachers. This information includes seating plans, preparation periods, lunch and dismissal times, fire drill exits, and attendance procedures.

HOMEWORK

Homework is a valuable and necessary part of the learning process. It links the school and the home in a communication network. Homework extends school activities into the home and community so that parents and family members become aware of what children are learning. Home-centered learning experiences have great impact on the child's educational development and growth. Parents can be involved in the education of their children.

In second grade, a minimum of twenty minutes of homework may be assigned daily, unless otherwise specified by the district or school. This policy is flexible enough to take into consideration the particular needs of the students involved. It is a good idea to establish this policy and include it at the beginning of the school year as part of an introductory letter to parents. This procedure will keep parents informed of the types of homework being given and the time it should take their children to complete it. Monthly newsletters can inform parents about curriculum areas covered and sample activities they can do with their children.

Homework assignments serve several purposes. They give practice where needed, review a skill, or give a child time to research a special interest. They prepare children for class participation the following day, reinforce a concept previously taught, or give the opportunity to explore a topic and report about it. A homework assignment, as an outgrowth of classroom activities, is meaningful and furthers children's academic growth.

Well planned home assignments extend school hours and resources. Teachers meet the children's needs by differentiating assignments according to interest and ability. Children can be given choices of assignments or may work in twos or threes. Assignments need not be written. A child could be asked to listen for sounds in the home, or watch a particular television program. Assignments should be successful learning experiences.

Long-term homework projects can be introduced to second graders to help them develop independence and self-direction. The project should be well planned and provide an opportunity to use books and other resources, interview people, or design and build a project. Planning for an extended period of time will help children become both responsible and resourceful.

Homework should not be a last-minute thought. It should be planned by the teacher, along with a process for checking and correcting the completed assignment. Usually, homework should be checked the following day. It can serve as valuable feedback for both the teacher and the child. Children should be active participants in the evaluation process. The teacher may decide to review assignments with a group during class time or at another time during the day. Whichever method is selected, the children must receive feedback. It is critical that homework assignments be meaningful to the child.

The parents' role in providing a suitable environment, support, and encouragement for homework is important to a child's success with assignments. Children need a quiet place, good lighting, necessary supplies and appropriate reference materials. A regular schedule will help develop good homework habits. It is important that homework be done at an hour when the child is not tired and there is enough time to complete the assignments.

Parents can get involved at home by playing games during dinner, a neighborhood walk, or a ride in the car or on the bus. Children can help with messages or grocery lists. Second grade children still like to be read to and taken to museums or zoos. Parents should be made aware that these activities, observing and discovering, are forms of homework as well. Parents have the prime responsibility for their children's education at home and are the prime resource for answering questions and providing information.

Some parents view homework as a measure of learning. They sometimes express concern about the quantity of homework..."too much"..."not enough." It is the responsibility of the teacher to help parents understand that homework is not a reflection of the child's total learning experience or achievement level. Homework is one facet of the educational process, and serves as an extension and refinforcement of the classroom lessons.

The best assignments are those children enjoy. Self-motivation stems from activities directly related to children's interests. (What child would not enjoy counting each color in a bag of M&M's, graphing the results and then eating the candy? Collecting pictures of people from magazines can provide a stimulus for making up stories about what they are doing.)

Homework can be used to support a theme. Children can use resource materials, organize and identify pictures, and collect data. They can be taught how to select, mount, and label articles of interest. Children can bring in pictures, realia, written interviews, brochures, or newspaper articles related to the themes, e.g., animals, ecology, space. These materials can be used to make comparisons, offer interpretations, and evaluate data. Listening to a radio or television program related to a theme and reporting on it, or sharing reactions to a book are are also forms of homework.

Examples of Homework

Ask children to:

- Interview a resident of the community in person or by phone. The information can be used to make a book about the community.
- Compare a television family to their own family. List the similarities and differences on a chart.
- Write an article about community events for a class newspaper.
- Prepare for a discussion on the environment by finding out about different types of pollution.
- Design and construct a game about cities in the United States.
- Prepare a chalktalk about how a flashlight works.
- Bring in labels of favorite products to make a collage in class for the "Supermarket" theme.
- Make a shopping list for the family and explain why they chose those items.

- Work on an ongoing project, making books related to the themes or other topics.

- Prepare an A-Z list of animals.

- Estimate, then count, the number of chairs, chair legs, doors, windows, and lightbulbs in their houses.

CLASSROOM ASSISTANTS

A Second Person in the Classroom

The classroom assistant is an invaluable resource for the teacher and children in the second grade classroom. That person may be a paraprofessional, parent volunteer, student teacher, or school aide. When provided with specific directions and material, these adults can reinforce instruction, act as parent liaisons, and lend emotional support to children when needed.

To utilize the assistant optimally,the teacher should:

- welcome the person to the classroom
- establish a comfortable area in which the person can work
- provide instructional materials and a place for their storage
- plan with the person for each day's activities
- communicate about the needs of children
- share the strategies and goals of instruction
- discuss recordkeeping and the use and maintenance of classroom materials
- model teaching procedures and intended outcomes

Some of the tasks which the second person can perform are:

- reinforcing skills with individual or small groups of children
- assisting children doing independent activities
- reading to a small group of children
- listening to children read
- providing opportunities for children to practice previous learnings
- assisting with correction of homework or other written work
- assisting with the writing process
- playing instructional games with children
- helping children to make personal booklets related to skills
- assisting with recordkeeping

- helping to decorate the classroom or bulletin boards
- accompanying the class on trips
- sharing talents with the class, e.g., sewing, singing, demonstrating arts and crafts, playing musical instruments
- assisting with duplication of instructional materials
- participating in parent conferences
- maintaining learning centers in proper order
- setting up the listening center
- checking children's work folders for completion of tasks
- distributing classroom supplies
- helping children to care for pets or plants
- making educational materials, e.g., word cards, math flash cards, board games, phonics folders
- assisting children in cleaning up when tasks are finished
- assisting during snack time
- providing emotional support and encouragement to the children

A working partnership between the teacher and the assistant offers many opportunities to help children grow, keep pace with each other, and experience a broadened scope of activities in the second grade.

PLANNING CHECKLIST FOR THE SECOND GRADE TEACHER

Do you...

- interact with the children in a positive way?
- develop within children a sense of self-appreciation and positive social attitudes and relationships?
- plan so that the children will have a relaxed, unhurried school day with easy transitions from one activity to another?
- plan for optimum use of available time?
- establish work centers where children have opportunities to make choices and decisions?
- include the assistant and cluster personnel in planning, and confer with them regarding philosophy, goals, and objectives?
- develop activities around a current interest or theme with a workable interdisciplinary structure?
- build on the experience of previous days through meaningful, integrated experiences?
- evaluate carefully the experiences and materials to be used, and select those which will afford optimum development?
- alternate the scheduling of active and quiet activities?
- maintain a balance of individual, group, and whole class activities?
- set up standards and routines for group and independent work by being alert to individual and group needs?
- include time each day for planning and evaluting the day's work, pupil growth, and effectiveness of instruction?
- provide an opportunity for indoor or outdoor play and physical activity?
- include frequent, well-planned trips in the school and around the community, coordinating the trips with themes?
- group children for differentiated instruction and build on student interest, achievement, and motivation?
- plan differentiated homework assignments?
- provide for differences in learning styles by utilizing a variety of teaching strategies?
- include activities that involve the teaching of thinking skills?

Section 2

The Setting: Teaching and Learning Together

The Setting:
Teaching and Learning Together

CREATING A LEARNING ENVIRONMENT

The Children's Background

Second grade children bring a great many background experiences into the classroom, while seeking new awareness of themselves. "The child seeks to find order in his environment and to develop formulas for proper behavior." (Piaget, 1959) The order children put into their lives is of great importance to them. Just think back to when you were seven. No second grader wants to step on the crack in the sidewalk; do you remember touching every desk in the row before sitting down to guarantee good luck?

Children entering second grade should be given a review of general classroom routines. They should become acquainted with the teacher's specific requirements and should, wherever possible, cooperate in planning procedures for meeting times, work periods, and clean-up and storage of materials. All rules for learning centers should be developed as early as possible in the school year, and instructions can be more complex than in first grade.

The children are now more aware of the school environment, and should be encouraged to utilize their surroundings fully. They may work on projects in groups, or with just one other child, or individually. They should be given many opportunities to share materials, and to verbalize through dramatic play or use of puppets.

Second graders' ability to learn and reason will grow as their world and experiences are enlarged. Materials become more meaningful as the children become emotionally and intellectually involved with them. Keeping this in mind, the teacher can encourage second graders to seek independence within a theme-centered structure.

Informal assessment and observation of children's behavior allows the teacher to form groups and to provide appropriate learning experiences. Children who work well independently can be paired with more dependent classmates. Those who need remedial or more advanced skills can be grouped for directed learning experiences.

The observant teacher will be able to assess each child's progress, and will be able to determine how much time must be spent on a task. Observation is the key; it will provide ongoing information about individual differences and class goals.

DIFFERENTIATED INSTRUCTION

Differentiated instruction attempts to find an optimal learning experience for each child. Children come to school from diverse cultures, backgrounds, and life experiences. They have varying interests, abilities, and needs. In order to establish a learning situation beneficial to each child, the second grade teacher can provide learning alternatives and a variety of hands-on experiences. Flexibility in the use of space, materials, and instructional time will help reach each child in a particular way. Differentiated instruction focuses upon each child's:

- previous experiences in and out of school
- levels of achievement
- potential for learning
- mastery of skills
- level of maturity
- learning style
- learning rate
- peer interaction
- individual strengths and talents

Learning Centers

Learning centers provide one method for differentiating instruction. Diversified and challenging center materials can meet children's varying levels of achievement while providing opportunities for problem solving, divergent thinking, and self-directed research. Children usually succeed at tasks they select for themselves. Working with others at center projects will encourage peer sharing and assistance. It is important to vary the processes and products placed at the learning centers to ensure continued interest and growth.

Grouping

Grouping is an essential step in differentiated instruction. The second grade teacher should consider how many groups are feasible within the class, the size of each group, the time alloted for group teaching, and the levels of instruction required. Groups may be organized for different purposes, e.g., common interests, skill lessons, committee work, special needs, or subject area projects. Groups should be flexible, receive equal time from the teacher, and work at meaningful tasks when not receiving direct instruction.

Independent Activities

Independent activities help children practice their skills and provide extension and enrichment for accomplished learners. Such activities encourage responsibility, self-direction, and self-evaluation. Task cards, book reports, science experiments, mathematical problem solving, writing process stages, skill booklets, and open-ended questions give children opportunities to explore, select, and react as they grow in knowledge and independence. The second grade curriculum offers many opportunities for critical thinking. In mathematics, children might compare a clock to a compass, or construct a graph representing different shapes found in the classroom. In science, they might predict which form of transportation might be outdated by the year 2000, or evaluate the benefits of living in a city with four seasons. In social studies, children might analyze the problem of garbage disposal in our city and devise ways to improve the situation. In communication arts, poems could be written using figurative language to create imagery in which rain is personified.

The themes presented in this manual offer many activities for differentiating instruction and for tasks using higher-level thinking skills. Some of these may be suitable for small group participation, while others can involve the whole class. Individual children might share in small parts of a total theme task, and some may wish to pursue topics beyond the classroom lessons. Teachers will find numerous suggestions in this manual for planning instruction to meet the diverse levels, needs, and interests of the children in their classes.

Differentiated instruction seeks to give each child the chance to participate in an educational program that is challenging, interesting, and within the reach of the child's abilities. By organizing instruction around interdisciplinary themes and learning centers, planning the physical environment and organization of the classroom, and acting as facilitator and model, the teacher will be better able to adapt the second grade curriculum to the individual learner.

Interage Grouping

In some schools, classes may include children of different ages and grade levels. This may occur because of over- or under-registration in a particular grade, requiring the formation of a class combining children from two grades. Interage grouping also occurs when it is felt to be beneficial for children to interact with others based upon developmental level rather than chronological age. In some instances, children change classrooms during certain periods to share instruction with children of other grades who are at the same level.

Interage grouping recognizes that children develop at different rates. It allows them to learn when they are ready and to move from group to group as their abilities dictate. Peer interaction is evident as children ask each other questions and reinforce their own skills by helping each other. Children are encouraged to work independently and become self-directed. The age range permits children to act as resources and tutors and to be assisted by their peers.

Recordkeeping

Recordkeeping is an important part of differentiated instruction. Some of the items teachers might wish to note are:

- skill diagnoses
- task completion
- use of learning centers
- special projects
- levels of achievement
- group progress
- mastery levels

As the teacher observes, instructs, and evaluates, children may be moved to different groups as needed. Group membership changes as children's needs change.

Differentiated instruction provides many opportunities for positive behaviors to develop. Cooperation is fostered between children as they share information and support each other. Independence grows as children are helped to become self-motivated and self-directed.

MANAGEMENT ROUTINES

Management routines are all the practices that a teacher develops with the class to maintain order in the children's movements, both inside and outside the classroom, and to maintain the organization, and availability of equipment and materials.

Second grade teachers should be realistic in their expectations at the start of the school year: "Learned" routines have frequently become "unlearned" during the summer vacation, and basic procedures will have to be reviewed.

Regardless of class size, routines can be developed that will ensure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines will be the same.

Clear, well-planned procedures are a necessity. Transitional periods are especially challenging, because some activities do not end all at once. Routines such as lining up, completing assignments, or putting away materials require very clear directions, so children will know what is expected of them.

The teacher should rehearse explanations of routines and break them down into step-by-step behaviors before communicating them to the children. Children will not be confused by directions that are easy for them. As second graders become more competent, the teacher can increase the complexity of instructions

Transitional Periods

Those periods of time during which children are finishing or leaving one activity and moving toward another are known as transitional periods. Transitional periods can be very difficult for young children. Children may feel frustrated because the activity ended before they were ready to stop, or they may feel apprehensive about something that will happen later in the day.

Teachers find that children move into the next activity more readily when a little time has been spent during the transitional period on short songs, rhymes, or poetry. These light-hearted excercises serve the serious purpose of assisting the children to shift their focus and become more receptive to directions for the next activity.

In general, the most important transitions occur between:

- entering the classroom in line, and beginning an activity
- initiating a whole group activity in which each child needs supplies, and starting the activity
- ending an activity, and forming the line--especially if lunches or clothes are required
- the final work of the day, and getting ready to go home

Teachers have many different styles for managing transitional periods, and the teacher new to second grade is urged to experiment in search of effective methods. One teacher flicks the light on and off; children are utilised as "light monitors" on a rotating basis. When all of the children have quieted, the new activity can begin. Another teacher uses this transitional time to read to the children from an anthology of poetry. Yet another uses the time for a brief aerobics "workout."

Routines

Second grade routines are best introduced by reviewing appropriate first grade behaviors. New procedures should then be taught slowly, one at a time, step by step, so that the children can internalize the expected behaviors. An occasional reminder from the teacher should be sufficient for maintaining awareness of the routines, with the help of familiar chants or jingles to relieve possible monotony.

Group Meetings

There are several ways to gather children together for meetings, direct instruction, stories, and sharing times. Early in the year, a circle formation is most effective, as a child may easily become distracted when seated behind or in front of other children.

Group meetings are opportunities for directed teaching, explanation of tasks, or discussion of general problems. They may be used to help develop insight into the effects of undesirable--or desirable--behavior. Teachers may also use these occasions to review certain procedures, such as lunchroom routines, or have the children engage in problem solving.

Working with Individual Children or with Small Groups

The most difficult aspect of working with individual children or with small groups is in maintaining a smoothly running classroom at the same time. The solution can be found in carefully planned routines, which enable the other children to take care of their own needs while the teacher is busy with an individual or a small group.

When the children have learned to get their own supplies, clean up after themselves, place their work in a designated area, and engage in another activity, then they are ready for individual and small group work. The teacher will decide when to group for similar needs and abilities, and when to have mixed grouping. Careful observation and planning will determine the best ways to group and/or individualize in each classroom.

Checking the Children's Work

Second grade children can be assigned independent work based on the classroom program. When planning, it is essential that the teacher schedule time to check children's work. Because this can be time-consuming, the teacher must differentiate between practice activities which reinforce skills and comprehension activities which extend learning. Practice activities merely require acknowledgement; comprehension activities require more attention. Scheduling time for checking individual work with children while the remainder of the class is engaged in worthwhile activities, is crucial. The teacher should remember that the quality of the time spent with each child is more important than the quantity.

Beginning and Ending the School Day

A calm, orderly beginning will set the pace for a day of productive learning experiences for children and teacher.

The children's day will be more satisfying, if they know classroom routines and procedures. They should be aware of classroom storage areas and designated spaces for snacks, books and homework. Once belongings are taken care of, children are ready for a beginning activity. This should be kept informal so as not to disrupt the class should latecomers arrive.

Some informal ways to begin the day include independent work requiring no teacher explanation, or a morning meeting that includes routines, a story, and planning for the day. The children can be seated at their desks or in assigned spaces in the circle.

It is essential that the calm of morning reappear at day's end with well-planned clean-up and dismissal routines.

Second grade children have a great deal on their minds. The teacher can remind the children of routines with simple step-by-step instructions. Do not take for granted that everyone will remember every day.

Tables and groups can be sent individually by teacher or monitor to get clothing. Remember to allow sufficient time for children to get themselves together. It is always a good idea to have a brief sharing with children at day's end. This can be an informal and chatty period. In schools where the teacher walks the class to a dismissal area, lining up will follow the routine for getting ready to go home.

Fire Drills

Fire drills are an important aspect of life in the elementary school. Fire drill procedures and behavior need to be regularly reinforced. Good routines will insure a quick and orderly exit from the school building. Teachers communicate their genuine concern for the safety of their children when they establish sound fire drill rules and see that they are implemented every time there is a drill.

Children should be taught to distinguish between two-bell fire drills and three-bell fire drills. Two bells tells children to get their coats, get on line, and wait for an additional signal. Three bells tells children to get on line immediately.

Teacher and children can develop a chart listing fire drill behavior:

Fire Drill Rules
Listen to the bells.
Be quiet.
Get your coat.
Get on line.
Move quietly and quickly.

Children should be aware of the exits and staircases used by their class during fire drills.

The teacher's serious and confident manner will assist children to develop proper attitudes and behaviors during fire drills.

Cleanup Time

One of the challenges of teaching is to establish a smoothly running classroom with each child engaged in meaningful activity. To accomplish this goal, the teacher must encourage the children to maintain the organization and availability of equipment and materials. There are different ways to manage clean-up routines, depending on the teacher's philosophy.

One viewpoint stresses that clean-up is an individual responsibility and that children should be responsible for cleaning up the area(s) in which they have worked. In this system children learn to evaluate their choice of activities in order to avoid multiple clean-up tasks by the end of the day.

Another viewpoint considers the classroom a group responsibility. Each child is assigned a specific task on a job chart. Children clean areas in which they may or may not have worked. This system brings children into contact with materials and areas which, for one reason or another, they may be avoiding.

Whichever clean-up method is used, it is important that the teacher establish a well-formulated system and communicate it clearly to the children from the very beginning of the school year. Clear, well-thought-out routines for clean-up will result in a pleasant and productive learning environment.

CHARTS

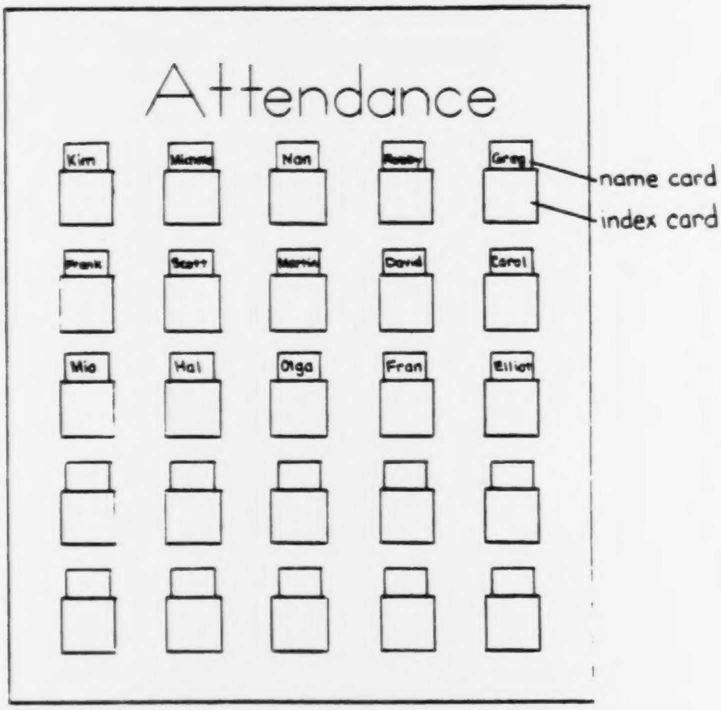
Charts are used in second grade for providing information, language development, sharing experiences and classroom management. Organizational charts help children see how the written word helps the classroom run smoothly and gives children a greater role in classroom management.

Informational charts serve as reference materials around the room. Charts can be left up all year long or stored on an easily accessible rack for referral. New words are added as children and teacher identify them. Charts can be made for contractions, opposites, rhyming words and compound words.

Attendance Chart

An attendance chart allows the children to record their daily attendance. It is a simple routine, done at the beginning of the morning.

Make a pocket chart by gluing index cards on oaktag, providing as many pockets as there are children in the class. Make a printed name card for each child. The child's name should be printed on one side of the card with a black marker and on the other side of the card with another color. Make sure the name will appear above the "pocket." The child may paste or draw a picture on the card if desired. For example:

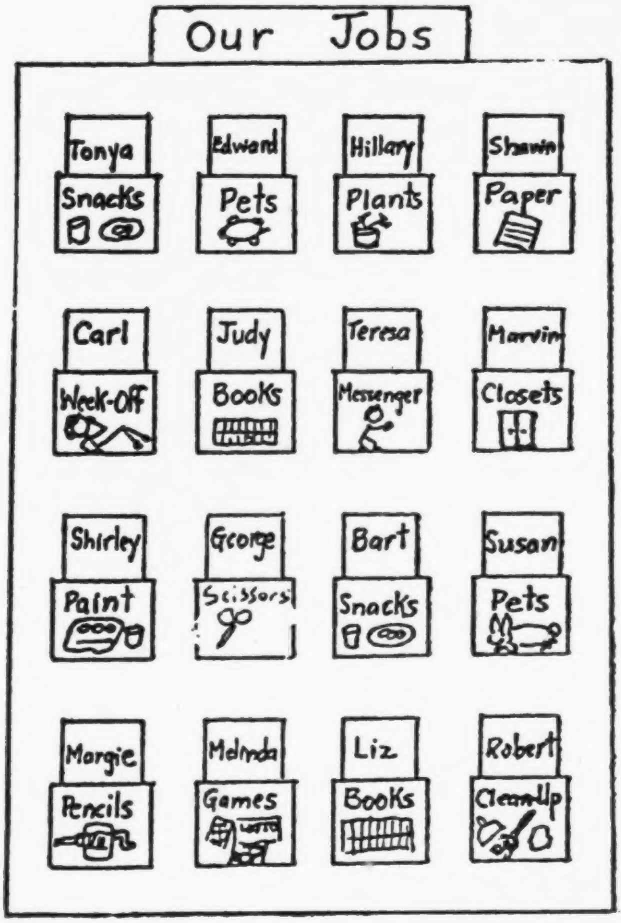


As the children enter the classroom in the morning, they turn their name cards over to the side written in black. At the end of the day, the children turn the name cards back to the other side.

Job Charts

The teacher should examine the tasks required to maintain classroom order and break them down into parts that can be handled comfortably by one child. The teacher should introduce the job chart to the children and explain what each job requires. The aim is to have a job for each child (with perhaps a week off) and to manage clean-up and other routines in a reasonable length of time.

It is a good idea to change the job chart every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job. Provide for the responsibilities of those children who are absent by moving the other names around.


Our Jobs
Tonya
Snacks
Edward
Pets
Hillary
Plants
Shawn
Paper
Carl
Week-Off
Judy
Books
Teresa
Messenger
Marvin
Closets
Shirley
Paint
George
Scissors
Bart
Snacks
Susan
Pets
Margie
Pencils
Melinda
Games
Liz
Books
Robert
Clean-Up

The following is a list of possible job descriptions. The jobs may vary depending on the day's activities.

Suggested Jobs for the Job Chart
(Jobs may be listed alphabetically or by area)

- Attendance Chart
- Chalkboard
- Crayons, Markers
- Dustpan
- Games
- Glue Containers
- Library Center
- Listening Center
- Manipulatives
- Math Center
- Office Monitors
- Papers
- Pencils/Erasers
- Pets (if applicable)
- Picture Collection, Magazines
- Plants
- Puzzles
- Science Center
- Scissors
- Sink
- Sweep
- Theme Center
- Writing Center

Experience Charts

Experience charts become a permanent message center in the classroom. Reading and reviewing experiences is a helpful way of increasing communication. Words in the experience chart can become part of children's word banks, be set into a book for the class library, or become the text for individual readers.

OUR TRIP TO THE BRONX ZOO

We went on the school bus. It was a long and bumpy ride.--Samantha

I liked the baby bear. It was so cute.--Diane

I saw a boa constrictor eat a white mouse.--Derrick

I was scared of the gorilla. He was so big.--Sean

I fed the goats. They kept eating my pants.--Sherrie

I picked up a guinea pig. It was so cute. I asked the man if I could take it home. He said "No."--Latisha

OUR NEWS

My mother brought home a new baby. His name is Jorge.--Julio

THE LEARNING ENVIRONMENT

The classroom environment determines what kind of learning will take place there. In a formalized, very structured atmosphere, the child receives cues demanding specific responses. There may be rigid rules to follow throughout the day, and it is often implied that there is only one correct answer or only one correct way to do a thing.

The use of diversified centers, on the other hand, allows children to develop individual learning styles through a multiplicity of hands-on experiences. The teacher's role is not diminished in this differentiated setting, but is, instead, vital to the children's progress and growth.

The learning centers in the second grade classroom allow teachers to differentiate instruction and to support individual and small group work. Children have opportunities to select activities and are not limited to teacher-selected learning experiences. The learning center approach should be familiar to children who have been in Kindergarten and first grade.

Teachers who prefer a more traditional setting may start the year with two centers. A library can be placed in a quiet corner of the room and stocked with picture books, reference books, activity books, and child-made books. A writing center can provide paper, writing implements, dictionaries, markers, crayons, a typewriter (if available), blank books, and story starters.

With the introduction of theme centers, children can assist in selecting the materials and should be thoroughly familiar with the variety of materials to be used. All theme materials can be utilized throughout the day. A theme center is interdisciplinary in nature and can include activities for two or three children as well as individual tasks. This setting encourages children to make choices and to respond in divergent ways. Enrichment opportunities can be provided for more able learners.

Some teachers feel more comfortable teaching within a traditional learning environment. These same teachers are in many cases willing to allow more freedom in their classrooms, if they are assured that they will not lose control. It is suggested that they provide a variety of seatwork assignments for each group and write individualized work plans. The children can be encouraged to move away from their desks for specific purposes during many portions of the school day. Routines and rules must be established so that children know the boundaries within which they can operate. An area for obtaining materials should be provided, as well as an empty box or shelf for completed work.

Learning centers act as a catalyst for independent learning. They provide opportunities for creativity and self-motivation, as well as reinforcing all curriculum skills. Working independently or in small groups, the children will develop both recordkeeping techniques and abilities in self-evaluation and divergent thinking.

There is no one learning center model that will work for all teachers. Rather, models must be adapted to individual teaching styles, and to the makeup of the student population. Every effort should be made to give the children opportunities to work independently and to make choices. Teachers should continually monitor the learning center operation as they manage, schedule, and evaluate the program on an ongoing basis.

ROOM ARRANGEMENT

Environment plays an essential role in a child's emotional, social, physical, and intellectual growth. Thoughtful placement of furniture and centers will invite interaction between children and independent exploration of materials. Classroom tables and chairs are not nailed down: don't be afraid to move them! If a room arrangement does not suit the group's needs, the teacher is free to make changes, and the children can be involved in the planning.

Before the first day of school, the teacher should plan the room layout. It is often helpful to sketch a floor plan, giving careful consideration to learning centers, storage areas, and traffic flow.

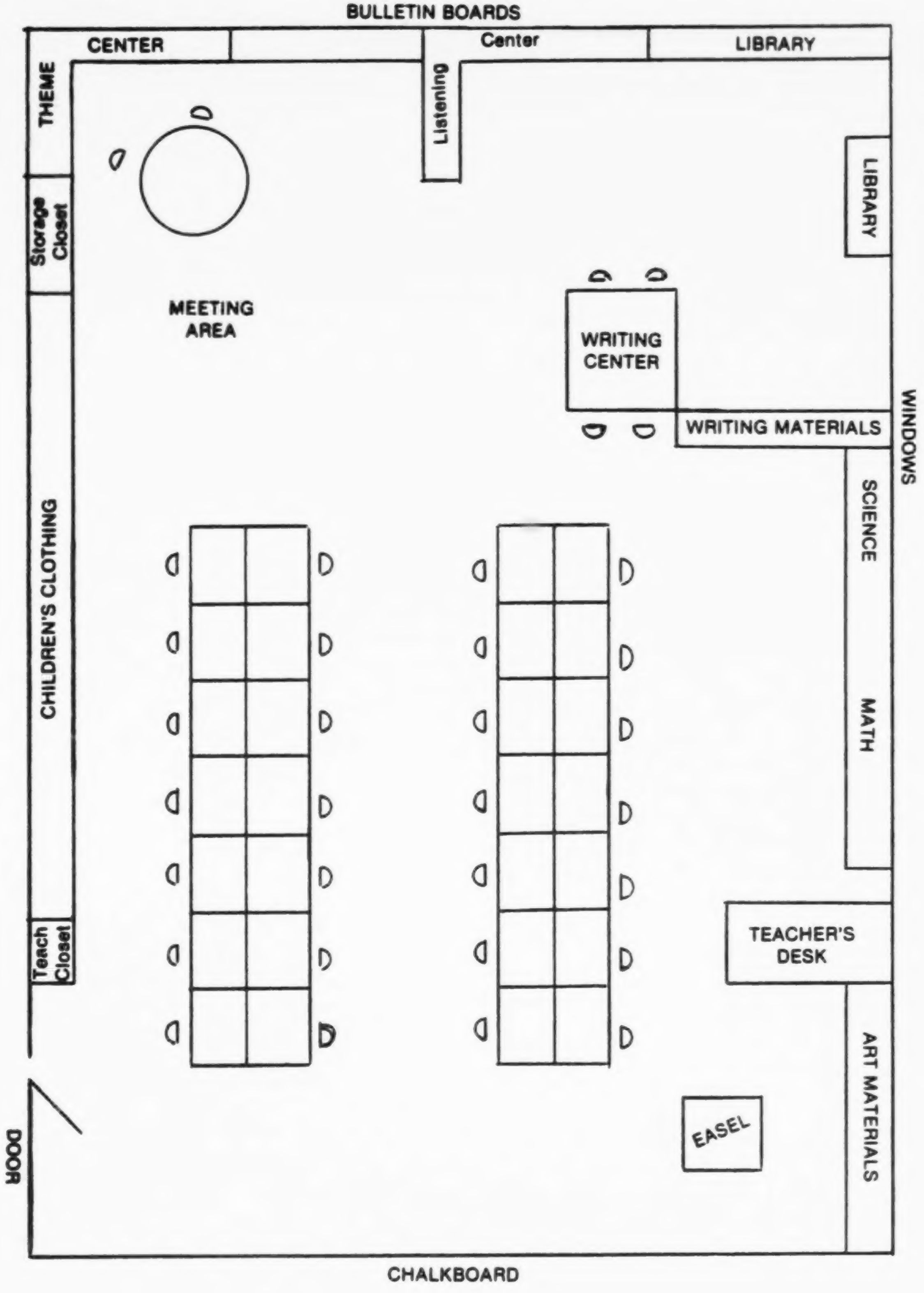
The placement of centers encourages interaction, and children should not have to pass through one area to get to another. Free access to storage areas and doorways is a necessity, and the teacher should have an unencumbered view of the entire classroom at all times.

There should be enough space for children to work comfortably, whether alone or in small groups. There should be ample room for a flow of traffic between centers. A large open floor area can be used for discussions and meetings.

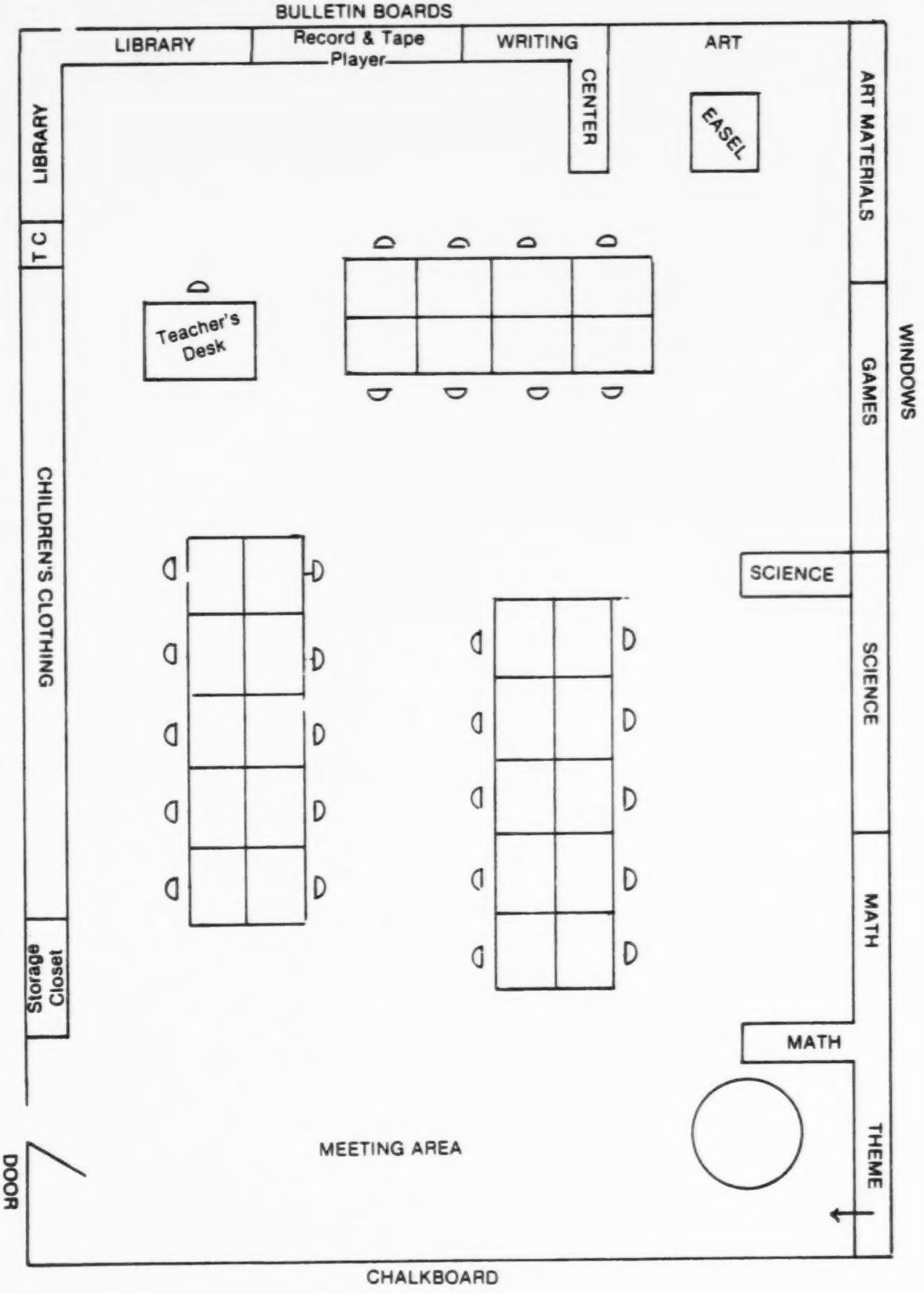
The room arrangement should define each learning area by using class furniture, such as desks, tables, and cabinets, to effectively separate learning centers. Storage areas must be provided to accommodate finished as well as incomplete work. The teacher should utilize easels, cartons, and screens for this purpose. Activity boxes can be housed in cartons, which can be moved to children's desks for independent study.

The following pages depict four suggested floor plans for teachers to utilize in setting up their classrooms.

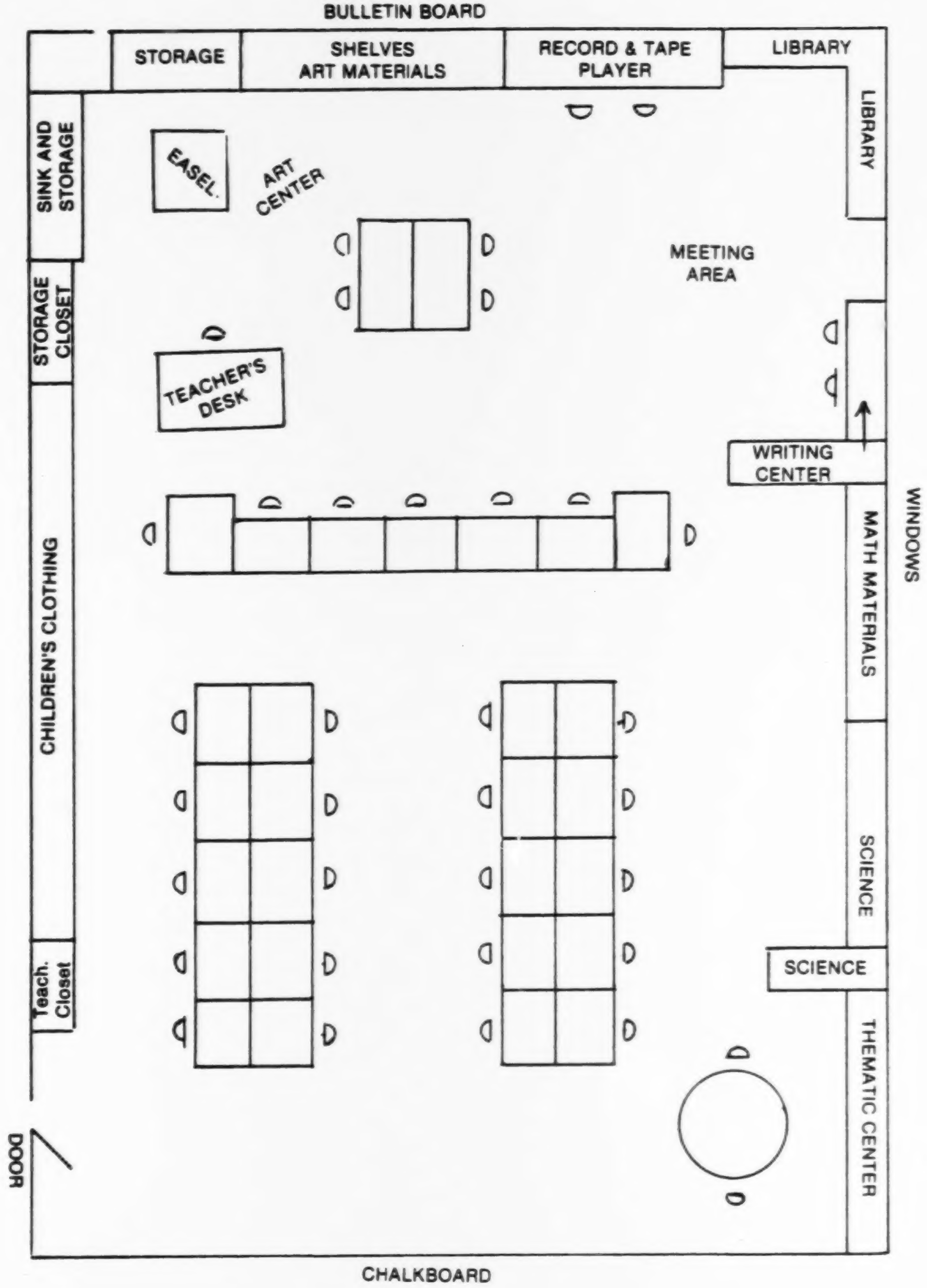
FLOOR PLAN # 1


BULLETIN BOARDS
CENTER
Center
LIBRARY
THEME
Listening
Storage Closet
LIBRARY
MEETING AREA
WRITING CENTER
WRITING MATERIALS
WINDOWS
CHILDREN'S CLOTHING
SCIENCE
MATH
TEACHER'S DESK
Teach Closet
ART MATERIALS
DOOR
EASEL
CHALKBOARD

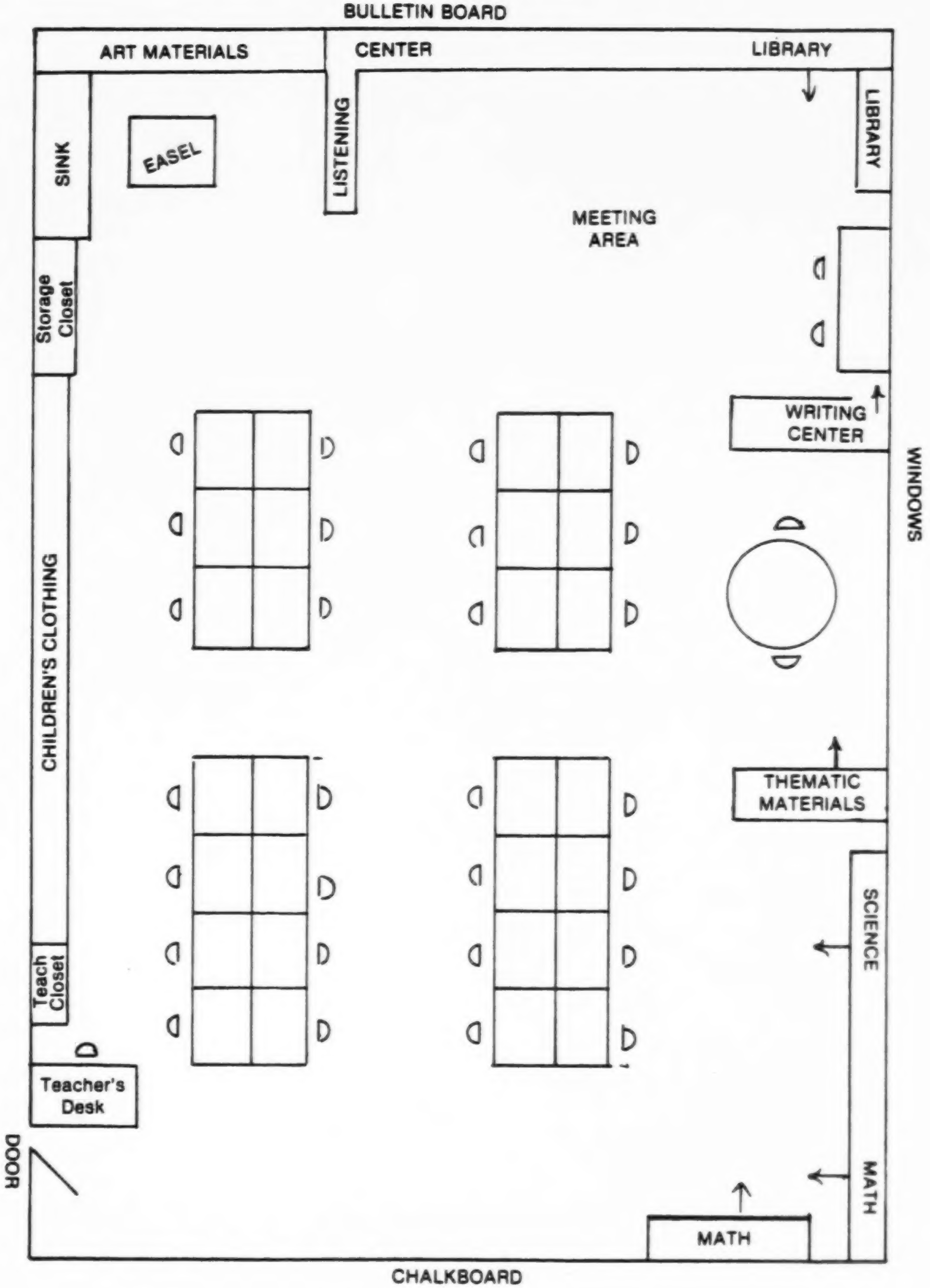
FLOOR PLAN #2


BULLETIN BOARDS
LIBRARY
Record & Tape Player
WRITING
ART
CENTER
EASEL
ART MATERIALS
LIBRARY
T C
Teacher's Desk
WINDOWS
GAMES
CHILDREN'S CLOTHING
SCIENCE
SCIENCE
MATH
Storage Closet
MATH
THEME
MEETING AREA
DOOR
CHALKBOARD

FLOOR PLAN # 3


BULLETIN BOARD
STORAGE
SHELVES
ART MATERIALS
RECORD & TAPE
PLAYER
LIBRARY
LIBRARY
SINK AND
STORAGE
EASEL
ART
CENTER
MEETING
AREA
STORAGE
CLOSET
TEACHER'S
DESK
WRITING
CENTER
WINDOWS
CHILDREN'S CLOTHING
MATH MATERIALS
SCIENCE
SCIENCE
Teach.
Closet
THEMATIC CENTER
DOOR
CHALKBOARD

FLOOR PLAN #4


BULLETIN BOARD
ART MATERIALS
CENTER
LIBRARY
SINK
EASEL
LISTENING
LIBRARY
MEETING AREA
Storage Closet
WRITING CENTER
WINDOWS
CHILDREN'S CLOTHING
THEMATIC MATERIALS
SCIENCE
Teach Closet
Teacher's Desk
DOOR
MATH
MATH
CHALKBOARD

LEARNING CENTERS

Learning centers are an important part of the second grade program. The teacher organizes the centers, structures the environment, and maintains records of the children's progress. The children are able to progress at their own rates, according to their individual needs and abilities. In addition, they learn to work together, motivate and stimulate each other, and share their knowledge and thoughts.

The second grade learning centers should provide:

- hands-on/discovery experiences
- activities that range in level of difficulty
- materials used to teach, reinforce, or enrich skills
- development of thinking and problem-solving abilities
- sharing and cooperation
- divergent thinking/open-ended activities
- opportunities for self-checking
- chances to make choices
- variety and diversity of tasks

A prime function of learning centers is to expand and enrich children's prior learnings and experiences. Learning centers may focus on theme, including those found in this manual, relate to children's interests and experiences, or develop from a specific content area topic.

The teacher decides upon the number and content of centers. Areas of the room are then arranged appropriately. All of the charts, materials, games, manipulatives, worksheets, books, and task cards needed for that area are placed in the center. Organization is important. Centers and center materials need to be clearly labeled and rules should be posted for their maintenance. Routines should be established to familiarize children with center use. The teacher should demonstrate center activities and give directions about center materials.

Centers should be established gradually so that children are given the opportunity to feel comfortable using them.

Types of Centers

A learning center is a physical area of the room set aside for specific activities, not for busywork. Learning centers in the second grade can include:

- Library/Reading
- Writing
- Art
- Science
- Social Studies
- Manipulatives/Games
- Mathematics
- Listening
- Music/Dramatics
- Computers

A theme center contains materials and activities that focus on a particular theme. For example, if the theme is "Supermarket," a table can be set up with a variety of materials for children to explore. Some of these materials might be pictures of foods from magazines, cash register tapes, empty food cartons, newspaper advertisements of weekly specials, bags with supermarket logos, recipes, cookbooks, and lists of supermarket workers. Tasks could then be developed using these materials.

Theme centers could also focus on an interest the children may have at a particular time. If the class is planning a trip to the zoo, the center could focus on animal life.

Centers give children opportunities to:

- discover
- explore
- research
- review
- experiment
- expand learnings
- enrich knowledge
- study independently
- practice skills
- play games

and share with each other!

Center Use

Guidelines should be established by the teacher and the children before center use begins. Centers may be used by children who complete assigned work quickly, for group/committee work, at a particular time during the day, or on a continuous all-day basis. Before assigning children to a center, the teacher should consider their abilities so that a successful experience may be had.

The teacher might wish to consider the following center checklist. Does the center include:

- skills and concepts to be learned
- multilevel activities
- necessary materials and manipulatives
- resources for ideas
- library books and poems
- songs or records
- special equipment/multimedia
- visual aids
- attractive and creative bulletin-board displays
- list of directions
- paper, charts, markers
- content-area materials
- chart for recording center use
- a system for evaluating learning

After learning centers have been used for a while, the teacher should assess the children's attitudes. Is there high interest in activities? Which activities need to be revised? Are children happy to choose their own work? Are they willing to evaluate their own work? Do children feel successful? These attitudes will measure the success of the program.

The Teacher's Role in Learning Centers

In a learning center the teacher guides the children by being supportive and by expressing respect for each child. This relationship between teacher and child influences the child's creativity. Children feel secure in an environment in which individual styles are appreciated and success is measured by individual efforts.

The teacher maintains order and organization in the classroom and, at the same time, gives the children a feeling of security and acceptance. The room environment is kept consistent for long periods of time so that children become secure in the use of materials and equipment. The teacher should frequently review the rules for using centers.

The teacher assists, encourages, observes, participates, and takes advantage of opportunities to promote divergent thinking and extend skills. The teacher moves among the children while they work, and meets with small groups to individualize plans and provide opportunities for independent work.

Before center time, there is a class meeting to discuss the day's events, introduce a new theme, or provide sign-up time for center work. After center use, a discussion period gives children time to talk about observations or discoveries they have made. The teacher provides opportunities for sharing products and processes.

During center time the teacher needs to encourage spontaneous expression by asking a variety of provocative questions. The teacher walks around the room, choosing a time that seems appropriate to intervene, and asks questions such as "What else could you do to show this?" or "How does this work?"

Teachers can introduce parents to the learning-center program through newsletters. Progress can be shown by sending home scrapbooks or completed work. Parents with appropriate expertise can be invited to serve as resources to the class.

The teacher is a role model, facilitator, leader, planner, and manager. The atmosphere created by the teacher is part of the "hidden curriculum" that affects all learning. The children become active participants and responsible for their own learning.

Materials for Learning Centers

Learning centers are vehicles for presenting a wide variety of materials related to a given topic. Before a center is introduced, the teacher will need to collect the necessary materials, books, games, and pictures related to the topic.

Children can be involved in selecting and acquiring resource materials. The teacher and children identify the themes that will be covered during the year. Then, boxes or large envelopes are labeled with these themes, and children are told what materials to bring in. As materials are brought to school, they are labeled, identified, and placed in the appropriate boxes. The teacher sets up the center with the acquired materials and organizes them in an attractive way. Task cards are added to complete the center.

Learning centers do not necessarily have to be large areas of the classroom. Clearly labeled boxes and cartons can comprise a viable learning center. The learning center can be temporary, appearing on a child's desk when materials, boxes, and cartons are brought over to the desk for use. Center materials can be stored away and retrieved when needed.

Materials can be teacher-made or commercially prepared, as long as they provide for the needs of the children. The teacher plans the storage and display of materials in each center. Materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive fashion. They should be clearly labeled, durable, inviting, and easy to put up and take down so that displays can be changed often. Labels on shelves help children learn where they can find and return the materials they use. Small, flat boxes can be used for storage and can be stacked on top of one another or under tables. Partitioned boxes or plastic dishpans are good for storing file folders. A good storage system facilitates clean up and general appearance of the classroom are responsibilities of the children as well as the teacher.

Management of Centers

Learning centers require comprehensive planning and design. It is the teacher's responsibility to evaluate individual needs and curriculum requirements, to organize centers and establish routines for use, so that the teacher and children can function comfortably.

The management plan chosen for learning centers should include a procedure for selecting activities, alternative activities to choose from, and a method by which numbers of children and time slots are organized. Centers must be clearly labeled for identification.

It is essential that children be taught the procedures related to working in learning centers. Setting time limits, following directions, and completing tasks are skills to be emphasized, especially if the learning center is a new mode of instruction.

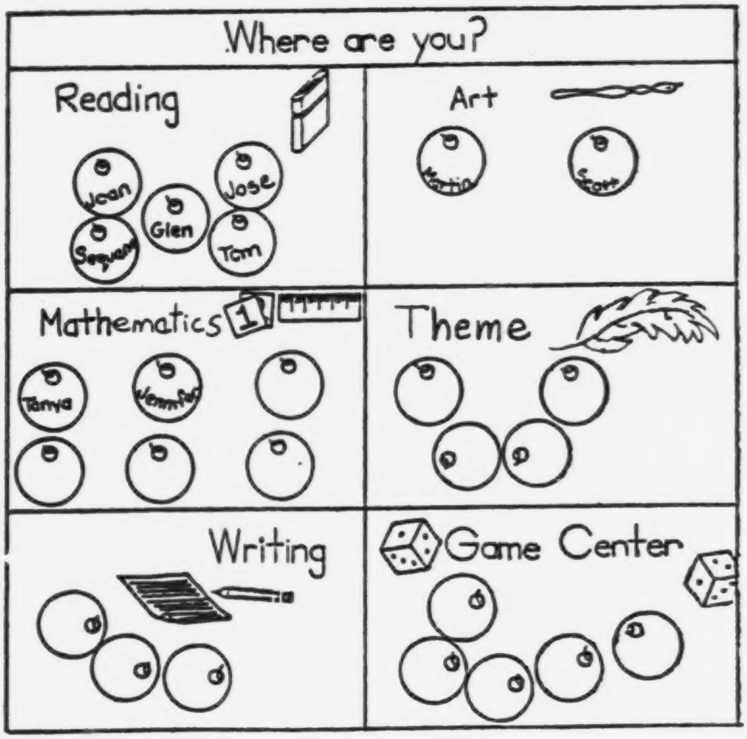
The teacher may choose to start the work period with a class meeting where the schedule for the day or the week will be made. This schedule may be posted on the chalkboard or on chart paper.

When learning centers are first introduced, a rotation system may be used. The teacher divides the class into small groups of children who will work together and then rotate to different centers in a fixed pattern. A flowchart is maintained to insure that children have a variety of experiences during the week. The chart should be easy for children to follow and should include pictures and words for easy identification. The teacher should review the schedule with the children and signal when to change from one activity to another.

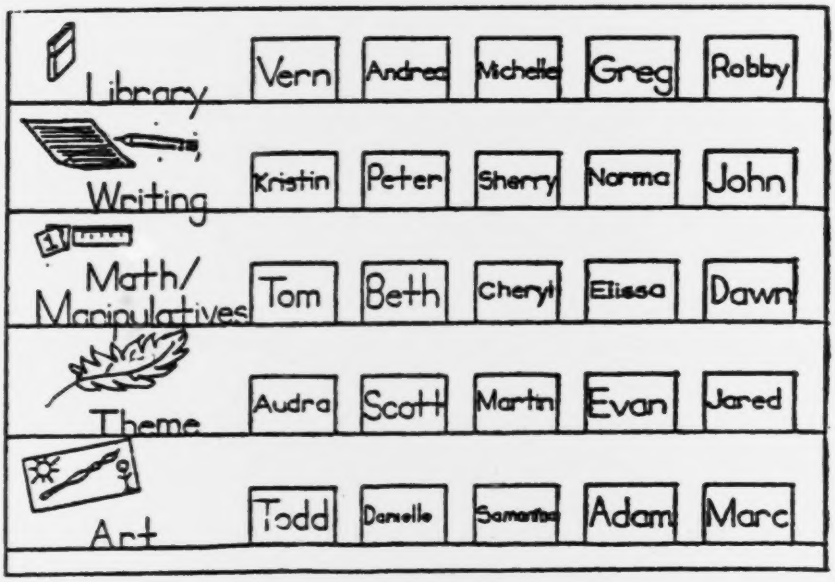
Management of Groups

	Mon.	Tues.	Wed.	Thurs.	Fri.
Science	Red Group	Blue Group	Orange Group	Purple Group	Green Group
Writing	Green Group	Red Group	Blue Group	Orange Group	Purple Group
Math/ Manipulatives	Purple Group	Green Group	Red Group	Blue Group	Orange Group
Theme Environment	Orange Group	Purple Group	Green Group	Red Group	Blue Group
Art	Blue Group	Orange Group	Purple Group	Green Group	Red Group

The teacher may choose to adopt a free-choice approach to center scheduling. Using this method, the children record their choices for the day and have the opportunity to move from center to center on their own. Children check in and out using a pegboard and hanging tags.


Where are you?
Reading
Joan
Jose
Glen
Sequan
Tom
Art
Martin
Scott
Mathematics
1
Tanya
Jennifer
Theme
Writing
Game Center

A pocket chart is useful for rotation scheduling as well as free-choice scheduling. The cards can be rotated easily and group makeup can be altered if desired.



Library	Vern	Andrea	Michelle	Greg	Robby
Writing	Kristin	Peter	Sherry	Norma	John
Math/ Manipulatives	Tom	Beth	Cheryl	Elissa	Dawn
Theme	Audra	Scott	Martin	Evan	Jared
Art	Todd	Danelle	Samantha	Adam	Marc

COMPUTERS IN THE CLASSROOM

The computer is rapidly changing society. Hundreds of thousands of computers have been placed in the schools, and children need to be exposed to them as part of the total school program. A computer learning center is a valuable addition to the classroom. The potential for using computers in classrooms is as limitless as a child's imagination. Computers are tools--another way to expand children's learning and to fire their imaginations.

The early childhood computer program uses Logo to introduce children to the computer as a problem-solving tool. Logo provides children with an easy and natural access to the full powers of the computer. Through this simple, yet powerful, computer language, children are in control of the computer and of their own learning. Children learn how large programming problems can be broken down into manageable pieces and, from the first day, are free to pose, to explore, and to solve problems of their own choice in an intrinsically motivating medium.

Acting as programmers, children can instruct the computer to perform certain tasks. This is done by manipulating a concrete model, called a turtle. As the children direct the turtle's movements, they begin to internalize concepts of directionality, size, shape, and relative position. They create original designs and draw specific shapes. They begin to write procedures and use inputs. They learn about "sprites," animated shapes that appear on the screen. The children can create them, change them, and move them around. They can be shapes such as elephants, people or airplanes. As all of these concepts are internalized, mathematical skills develop in a very natural way.

The most powerful impact of this computer language, however, has been in fostering language development. Logo encourages children to speak, listen, and solve problems together. In addition to encouraging social interaction, Logo provides an opportunity for children to examine their own thinking processes in an open and nonthreatening atmosphere. Logo helps children use the computer to its fullest potential--as a tool for problem solving.

The first and second grade Logo curriculum is composed of eighteen modules. These are contained in the guide Computer Literacy: Elementary Level. They are listed by topic with performance objectives and lesson directions. Even without computers, teachers can use many of the activities to reinforce verbal, mathematical, and computer concepts.

The teacher should survey the class to see how many children have had prior experience with Logo. For those who have not had this experience, the teacher might use some of the activities in the kindergarten or first grade section of the guide. The modules are organized into three strands.

- Strand 1 is composed of physical activities, for example, playing "Follow the Leader." A computer is not necessary for this strand.

- Strand 2 consists of guided explorations of the turtle's movements on the computer.

- Strand 3 contains the most creative aspect of exploring with a computer, that is, problem-solving techniques.

The first and second grade modules are sequential and designed for use over an extended period of time. Children should be allowed to proceed at their own pace and at an appropriate developmental level. Concept formation is based on a variety of activities, and time is needed to explore these activities fully.

Performance objectives for first and second grade include:

- listing common uses for computers
- identifying parts of a computer
- using a computer
- using computer terms
- identifying and using letters, numbers, and characters on a keyboard
- identifying and using special function keys
- developing facility in using a computer keyboard
- demonstrating proper care of hardware and software
- turning the computer on and off
- loading and saving a program
- operating peripherals (for example, a printer)
- developing a course of action prior to writing a program
- using problem-solving strategies in a program
- explaining and correcting simple error messages
- using editing procedures to correct programs
- understanding and using directionality
- creating designs
- understanding concepts of size, shape, angle, and spatial relationships
- drawing specific shapes
- writing procedures
- using single and multiple inputs
- using recursion
- listing the properties of sprites
- using sprites in procedures
- explaining and using titles and characters
- using the list-processing capability to write text.

The following illustrate the kinds of activities to be found in Computer Literacy: Elementary Level.

Sample Activities:

- Play the "Turtle Hunt" game using the commands FORWARD, BACK, LEFT, and RIGHT. Hide a cardboard "turtle" in the classroom. Direct the searching children toward the hidden object using commands, for example: "Move 3 steps FORWARD. Move 5 steps RIGHT. Move 1 step BACK."

- Outline a maze on the floor using masking tape or chalk. Have children take turns guiding each other through the maze using the commands FORWARD, BACK, LEFT, and RIGHT. Using graph paper, children can create their own mazes, and then ask friends to guide the turtle through the maze. Children can write down the commands.

- Play "Turtle Walk." One child is the programmer while another is the turtle. The programmer gives verbal commands indicating the direction and the number of paces for the turtle to walk, e.g., FORWARD 5, BACK 2. The turtle follows the commands. A third child follows the turtle, marking the floor with masking tape or chalk. This represents the turtle's tracks. Experiment with tracks of varying lengths.

- Play "Logo Show 'n' Tell." Have children experiment with making pictures or designs of their choice from the shapes they can create on the computer (squares, rectangles, triangles). They can record their work on paper and then add color to them. Permit time for children to share their drawings and designs with the class, and have them explain how they made them.

- Have children pretend they are sprites. Ask them to write stories about themselves, explaining who they are, what shape they take, what color they are, and how fast they move around the computer screen. Children can draw pictures to go with their stories. Allow children time to read their stories aloud to the class. Then, on the monitor (computer screen), children can create the sprites they have designed.

Computer Software

Teachers and administrators who have the opportunity to purchase software must be very selective. Much software written for classroom use is inappropriate. Educational software is being developed very slowly, since most of the money and research skills for programming are being put into industry. Educators need better programs and programming languages in order to use computers effectively in the classroom.

Even as educational publishers try to keep up with rapid changes in hardware and software, information is quickly obsolete and new programs are needed. The incentive to churn out "educational software" is great; companies produce what schools will buy and do it as quickly as possible.

Many programs written for education do not teach. Some perform administrative functions and some are for reinforcement in content areas such as mathematics social studies, or English. Few programs teach thinking skills and those that say they do are mostly drill or practice of skills.

Careful consideration should be given to the selection of software. Preview programs before purchasing them if possible. Software selected needs to be based on sound educational principles and inspire children to learn. Experienced professionals need to review it to assure that it promotes learning or teaches an important skill. Also, consider whether the computer is the best way to develop this skill.

Teachers should look for software that:

- is easy to read
- has good graphic quality
- does not restrict child's responses
- keeps child's interest
- has clear and bright images
- has clearly defined content
- gives choices within the program
- is easy to use
- is designed to be used by more than one child at a time
- is as open ended as possible
- gives the child control of the machine
- is challenging
- reflects real problems

Word processing programs are being introduced in the schools and have been used successfully to teach writing skills. Using the word processor eliminates rewriting during the editing process and encourages children to make changes as often as necessary.

RECORDKEEPING

Classroom management becomes simpler when children share responsibility for their learning. Recordkeeping is one way of engaging second graders in establishing and maintaining class routines. Personal records help children become aware of longterm goals, immediate skill objectives, and specific accomplishments. When children keep their own records, the teacher has more time to provide instruction to individuals or small groups. An ongoing record of each child's progress allows teacher and children to share in the developmental learning environment.

Since children perform better in an organized, consistent classroom with guidelines and rules, each record or activity should be carefully discussed with the whole class before any entries are made. A discussion might include the type of record, the reason for its use, the times for recording, the details to be included, and the activity which might precede the recordkeeping. When records are kept in a systematic and ongoing manner, information about children's choices, interests, needs, and achievements is readily available and evaluation is simplified.

Children's records should be simple, kept up to date, and checked regularly by the teacher. Records may be kept in individual folders, index card files or special notebooks. Some suggestions for recordkeeping are:

- Journals
- Diaries
- Report Files
- Writing Folders
- Reading Logs
- Lists of Library Books Read
- Skills Checklists
- Math Inventories
- Work Contracts

A work contract is one way of focusing children's attention on tasks to be completed within a specific time period. After conferencing, teacher and child agree upon the nature of the work to be done. Upon completion of the tasks, the child may be rewarded by being invited to share some part of the job with the class, or with special credit toward free-choice time.

Sample Work Contract:

Name______________________ Class __________

Week of May 6, 1985
I will:
1. Learn 10 new spelling words.
2. Visit supermarket and make a list of vegetables I see. The list is for our Health Center.
3. Read "Food in the City" and write a book report.

Sustained silent reading is an important part of the literature program in the second grade. Children need a system for listing the books they have read and the pages covered at each reading.

Sample Reading Record:

Name:____________________________

My Reading Record   Date - Week of ____________________

	Title	Author	Pages Read
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Sample Writing Folders:

Writing folders can be of assistance to both teacher and child. Separate folders may be marked "Writing In Progress" and "Completed Writing." Work placed in the first folder may be used by the child for editing, rewriting, and proofreading. Work placed in the other folder is available to the teacher for giving assistance, evaluation, correction, and planning class or small group lessons.

Writing In Progress

Name________________________

____

____

____

Completed Writing

Name________________________

____

____

____

Class records provide another source for recording important information. Such records include:

- Attendance Charts
- Center Charts
- Out- of-Classroom Times
- Reading Conference Dates
- Individual Projects
- Committee Work
- Current Events Reports

A Center Chart helps establish a rotation system for independent activities. Children record their names in the appropriate box each time they participate in a learning center activity.

Sample Center Charts:

Week of Center Chart

Centers:	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts	Beth, John, Shakema				
Math Lab	Mary, Kenneth, Ann				
Health	Paul, Harry				
Listening Corner					
Art	Lisa, Ron, Sylvia, Lawrence				
Writing Table					
Puzzles					
Science					
Library					

The following form may be adapted by the teacher to record children's progress in decoding.

Sample Teacher's Record:

Aim of Lesson: To learn the sounds of the short vowels.

Assessment: Informal practice of phonograms (word families)
(fill, fall, fell, full. ball, bell, bill, bull.
hap, hep, hop, hip. tan, ten, tin, ton.)

DATE	NAME OF CHILD	SKILLS MASTERED	FOLLOW-UP PLANS

The sign-up sheet below will record the use of each learning center while providing the teacher with information about children's choices and interests. The sheet may be adapted by changing the name of the learning center.

We worked at the
Language Arts Center

Date	Name
May 10, 1985	1. John, Roland
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

Sample Committee Work Chart:

A committee work chart helps children identify their goals and provides the teacher with a list of each child's responsibilities.

We Want To Learn More About The Supermarket Departments

Meat Department

1.
2.
3.
4.

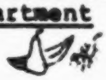
Dairy Department

1.
2.
3.
4.

Frozen Food Department

1.
2.
3.
4.

Fruit and Vegetable Department

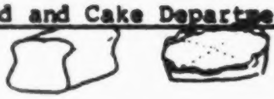


1.
2.
3.
4.

Paper Goods Department

1.
2.
3.

Bread and Cake Department

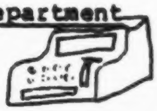


1.
2.
3.

Canned Goods Department

1.
2.
3.

Check-Out Department



1.
2.
3.

When they sense they are being trusted with this responsibility, second graders will become more self-reliant and enjoy keeping records of their own work. Teachers will find more time to teach when children actively assist in the learning environment.

Second grade teachers need to keep records too. Such records may be used to plan lessons, group for instruction, provide tasks for reinforcement or enrichment, monitor children's growth, and determine the effectiveness of the academic program. Teachers may learn about children through observation, checklists, individual conferences, homework assignments, parent interviews, personal records, independent activities, group participation, and tests. The information recorded will assist the teacher in filling out report and record cards and when conferring with parents or other school personnel. Teachers can keep records in special books, on checklists, or on inventory sheets. At the beginning of the school year, a record should be make of any pertinent information found on the cumulative record cards. It is important that all information is entered regularly and completely to be of maximum benefit for each child.

Each teacher may use imagination and creativity in revising and adapting the suggested recordkeeping devices. How many other ways were you thinking of as you read this section?

SUGGESTED SUPPLIES AND EQUIPMENT

CLASSROOM BASICS

scissors

glue/paste

stapler/staples

paper fasteners/clips

clear tape/masking tape

rubber bands

yarn/string

record player

tape recorder

connection boxes and earphones

easel

chart stand

assorted markers/pens

and especially good for teacher-made materials:

file folders (manila and colored)

oaktag

pocket folders

clear contact paper

and don't forget the endless variety of found materials:

assorted boxes/paper bags

milk/egg cartons

wallpaper/fabric scraps

plastic bottles

styrofoam and packing materials

straws

COMMUNICATION ARTS

assorted pencils, pens, markers, paper and envelopes

sentence strips

chart tablet

write-and-wipe plastic boards

storytelling pictures

word cards

blank cassette tapes

picture and simple word dictionaries

assorted magazines

trade books, including literature, poetry, and all curriculum areas--see "Literature" section and the bibliography in this manual

cassettes and/or records with accompanying books

Activity Kits

Letter Fun Kits (includes 5 pocket charts, letters, and punctuation marks)

Can Do Six Pack (includes syllables, suffixes, synonyms, homonyms, verbs, and compound words)

Word and Sentence Builders

Games

Junior Scrabble

Telephone Game

Boggle and/or Yahtzee

Junior Sentence Scrabble

Change The Word Game

MATHEMATICS

Cuisenaire rods

attribute blocks

unifix cubes

counting sticks

abacus

balance scale

teaching and individual pupil clocks

coins and bills

tangrams

measuring cups and spoons

calendar

ruler, yardstick, tapemeasure

buttons

Math Games

Tell, Tell Quizmo

Money Go Round

Buy and Sell

Dominoes:
  multiplication dominoes
  money dominoes

MANIPULATIVES

Cubasco Puzzles

Puzlasco Puzzles

Lego

Grow Puzzles (4-layered puzzles: frog, butterfly, and chicken)

Mr. Mighty Mind (mosaics)

SCIENCE

- assorted magnifying glasses
- assorted magnets (bar, horseshoe)
- Magnetic Building Set
- prism
- eye droppers, measuring cups and spoons
- assorted thermometers
- materials for planting
- kitchen/sand timers
- weather chart

ART

- tempera paints
- water colors
- pastels
- crayons
- craypas
- newsprint 24" x 36"
- manila paper 9" x 12"
- construction paper 9" x 12" and 12" x 18"
- nonhardening clay
- paintbrushes

SOCIAL STUDIES

- write-and-wipe New York City map
- globe
- assorted maps
- graphs/charts

CHECKLIST FOR CLASSROOM LEARNING ENVIRONMENT

_____ Does the appearance of the room reflect a sense of functional arrangement and orderliness?

_____ Is the room aesthetically pleasing?

_____ Is the room interesting and inviting?

_____ Does the room have live plants and/or pets?

_____ Is there an area of the room for group meetings or large group instruction?

_____ Is the room divided into clearly defined learning centers?

_____ Can the furniture be moved easily to meet the needs of an activity?

_____ Are there open aisles for traveling from center to center?

_____ Is there a quiet area that children may use?

_____ Is furniture arranged to fit children's needs?

_____ Are desks and/or tables arranged in groups?

_____ Is there a library center with a sufficient number of books and chairs, cushions or rugs?

_____ Is there a writing area stocked with paper, pencils, dictionaries, and a typewriter?

_____ Is there a center focused on the current theme?

_____ Are reference materials available to extend learning developed in a particular area?

_____ Is there a variety of books, tapes, records, and film strips?

_____ Are materials and visual aids changed often to maintain interest?

_____ Are there seasonal holiday materials and activities?

_____ Is there a place to put completed work?

_____ Are bulletin boards current, functional, and at children's eye level? Is children's work displayed and changed frequently?

_____ Are there reading materials around the room?

_____ Are pictures/charts attractive and at children's eye level? Is the writing on the charts and labels clear and legible?

_____ Do children know where materials are kept?

_____ Do children know how to use each object in an area?

_____ Are directions posted?

_____ Is there adequate storage for all materials?

_____ Is there convenient access to materials?

_____ Is equipment kept clean and are broken items discarded?

_____ Are materials provided for individualized work?

_____ Is there a variety of hands-on experiences?

_____ Are materials such as boxes, buttons, scrap materials, and wood available for creative activities?

_____ Are there materials for music and rhythmic experiences?

_____ Are there clean-up materials such as sponges and paper towels?

The Extended Learning Environment

Children in the early years of school learn best through concrete experiences that afford many opportunities to observe, explore, and discover. Learning through concrete experience begins in infancy. In the second grade these experiences are extended in a skillfully designed classroom and in the community.

Trips are planned learning experiences that enrich the curriculum because children are given a firsthand view of the world. Through trips, children have opportunities to use their senses, note details, express their ideas, and sharpen their observational skills. Trips introduce new vocabulary and are a good resource for materials and information. Trips are both enjoyable and educationally worthwhile. Resource centers around the country are revising their philosophies to give children opportunities to participate in activities, handle materials, and experience phenomena. At museums, children are interacting with the environment. Zoos offer hands-on workshops. Through trips, children have many opportunities to clarify, express, reconstruct, and integrate their ideas.

Using the community as a classroom, children study about the people and places around them. They observe, ask questions, and see relationships. In a manner appropriate to their age, they discover information about their immediate environment and how people live and work within it. Children gain an awareness of their interrelatedness and the sense that "I can manage myself in my world."[1]

PLACES TO GO

The second grade child can learn in locations other than the classroom. The child must be aware that the world extends outside the confines of a four-walled room or a large brick building. To understand the "real world," the child must be exposed to educational resources such as neighborhood and community facilities, cultural events, recreational facilities, museums, and zoos.

Specialized walks are a good way to begin. In earlier grades, children were asked to look for specific objects (e.g., animals). This practice should be continued in second grade. Once the children are back in the classroom, a list of animals can be generated. Initially, trips are taken around the school and the immediate area. The children learn to travel as a group, stay together, and follow directions. Visits to the school garden (if there is one), the custodian's office, the principal's office (on appointment), or the computer room are good beginning trips. Next, neighborhood visits to places such as the firehouse, post office, or library are advisable. Then the teacher can plan bus trips out of the area, or community resources can be brought to the children. The same trip site can be visited more than once if there is more to be learned or the teacher has a different focus in mind.

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1. The Weeksville School/Bank Street College Follow Through Program (Brooklyn, NY, 1978).

There are numerous diverse and culturally rich communities within New York City; these are appropriate for study in second grade. A multicultural perspective will be developed as children visit various neighborhoods. These are some of the neighborhoods children can visit in New York City.

Chinatown

A tangle of narrow streets just west of Chatham Square has been the center of New York's largest Chinese community for more than 100 years. It has many interesting shops and fine restaurants, and even the telephone booths are based on Chinese architecture.

Greenwich Village

This neighborhood west of Broadway from 14th Street southward to about Spring Street is rich in history. Its quaint old houses have sheltered many famous artists and writers. The main streets are lined with a fascinating array of little craft and curio shops, restaurants, art galleries, coffee houses, and off-Broadway theaters.

Harlem

This neighborhood is centered on the area from 96th street north to 168th Street and from Amsterdam Avenue east to Lexington Avenue. Harlem has a number of museums, including Hamilton Grange, the Studio Museum, the Morris-Jumel Mansion, and the Schomburg Collection of Black Culture. There are also notable churches, including the Abyssinan Baptist Church.

Coney Island

This is the most famous seaside resort in the world. The public beach stretches for 5.2 miles along the ocean front. Behind it are amusements, restaurants, penny arcades, boardwalks, Astroland, a skating rink, and other entertainment places.

TRIP PLANNING

Trips should be carefully planned and discussed with the children in advance. The teacher should tell the children the purpose of the visit and any information that will make them more familiar with the site or the trip schedule.

It is advisable for the teacher to make a pretrip visit without the children to see what route to take, which exhibits would interest the children, and what arrangements need to be made for guided tours or lunch.

75

Consent slips should be sent out in advance. It may be helpful to send a letter to parents explaining the purpose of the trip and pertinent information about transportation, lunch, spending money, and the trip schedule.

Each child should wear a tag with the child's full name, class, and school number. Children can design their own name tags after discussing the trip.

Arrangements should be made in advance with the school's lunchroom manager either to cancel lunches or to provide bag lunches for children who eat at school. Or, if appropriate, children can be reminded the day before the trip to bring their own bag lunches. Second grade children get hungry early in the day, so the teacher should arrange for the children to eat early during the trip.

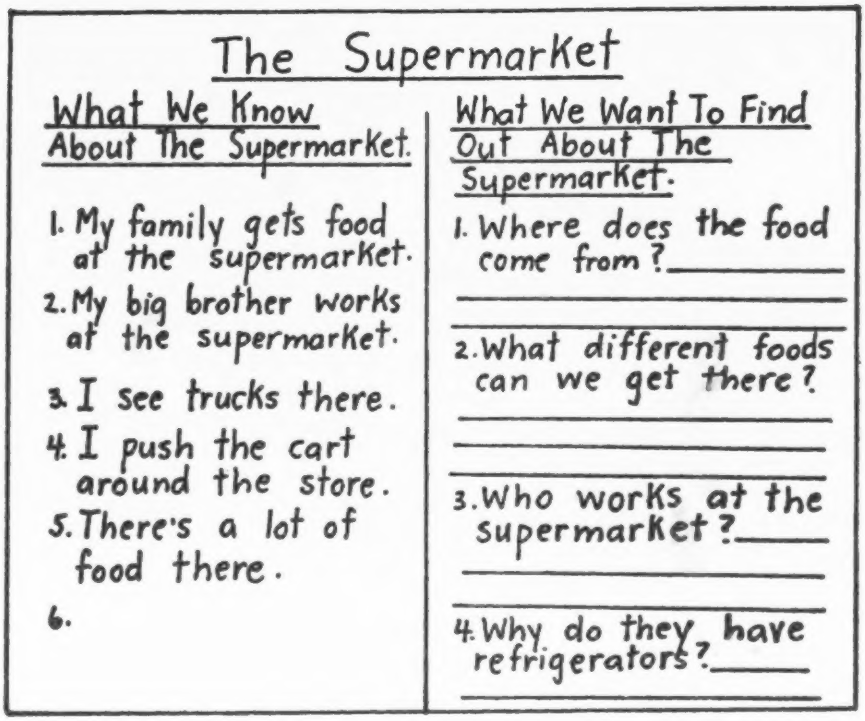
Planning should be done well in advance of the trip. Reservations are usually needed. Many sites can provide a guided tour, a hands-on experience, or a workshop, if requested. Grade leaders or one teacher can make reservations for five or six classes. Phone lines are often busy, and teacher's calling time is limited.

Transportation can usually be arranged through the District Office. If not, buses may be hired if funds are available. Transportation must be adequate and safe. Each child should have a seat on the bus and be taught proper bus conduct.

Adequate supervision can be provided by parent volunteers. Parents need to be oriented in advance and assigned to a specific group of children for the day. The teacher should try for a ratio of at least one adult for every five children. Pretrip planning meetings with the parents will help them to understand the teacher's objectives for the trip.

Before the trip, the teacher should discuss it with the class. For example, a map can be used to show where the class is going, and children can figure out how they will travel from borough to borough. The children should discuss what they will see and do on the trip. They can also be prepared for any new experiences. At this time, a discussion of expected trip behavior would be appropriate. Children can contribute their own expectations about how they should behave. Once a trip site has been selected, the teacher may:

- display books, pictures, or objects related to the trip.
- show a film or filmstrip.
- read aloud informational material and stories that will generate curiosity and interest about the trip.
- record the knowledge children already have in relation to the trip and help them formulate what they want to find out. For example:



The Supermarket

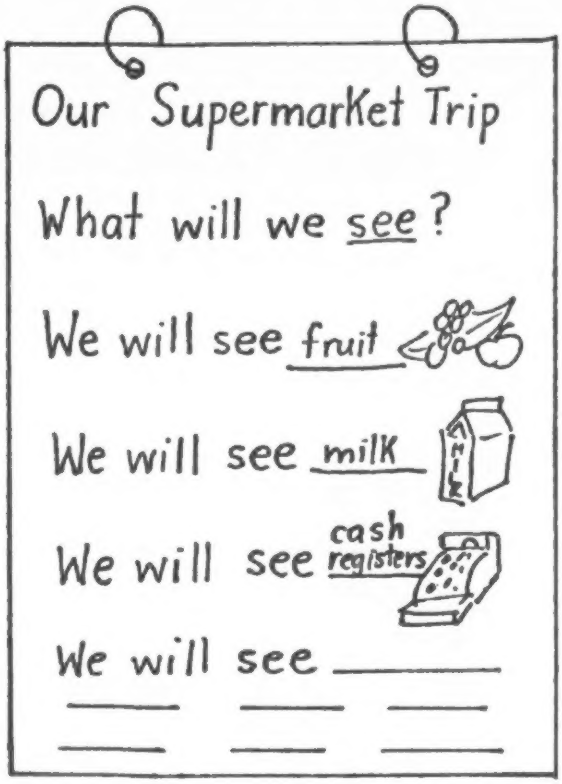
What We Know About The Supermarket.

1. My family gets food at the supermarket.
2. My big brother works at the supermarket.
3. I see trucks there.
4. I push the cart around the store.
5. There's a lot of food there.
6.

What We Want To Find Out About The Supermarket.

1. Where does the food come from? ______
2. What different foods can we get there? ______
3. Who works at the supermarket? ______
4. Why do they have refrigerators? ______

Children's expectations for the trip are recorded on the planning chart. The planning chart for the first visit to the supermarket may look like this:



Our Supermarket Trip

What will we see?

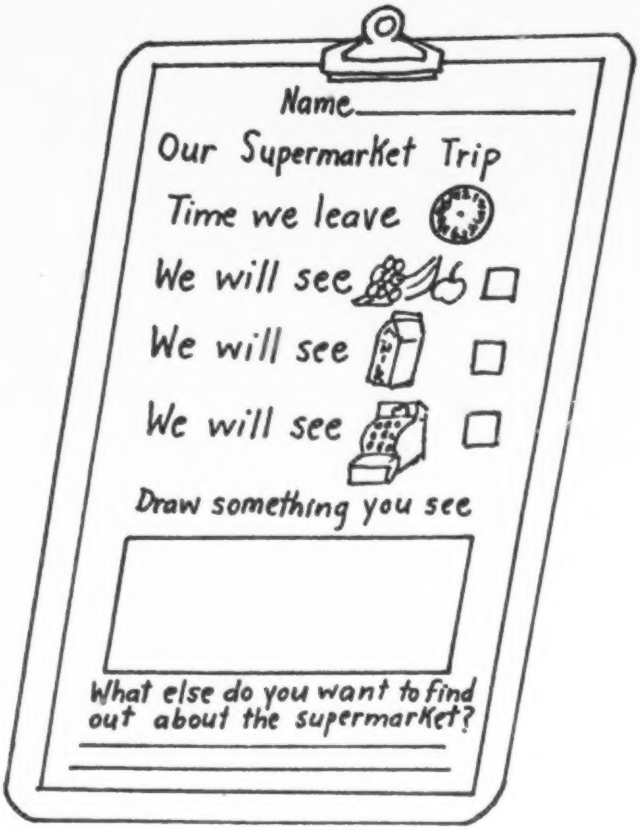
We will see fruit

We will see milk

We will see cash registers

We will see ______

A trip board is a device for holding worksheets that have been prepared for a trip. The worksheets are a direct outgrowth of the planning chart. The trip board below illustrates a worksheet for a trip to the supermarket. The last question is intended to extend children's thinking.


Name
Our Supermarket Trip
Time we leave
We will see ☐
We will see ☐
We will see ☐
Draw something you see
What else do you want to find out about the supermarket?

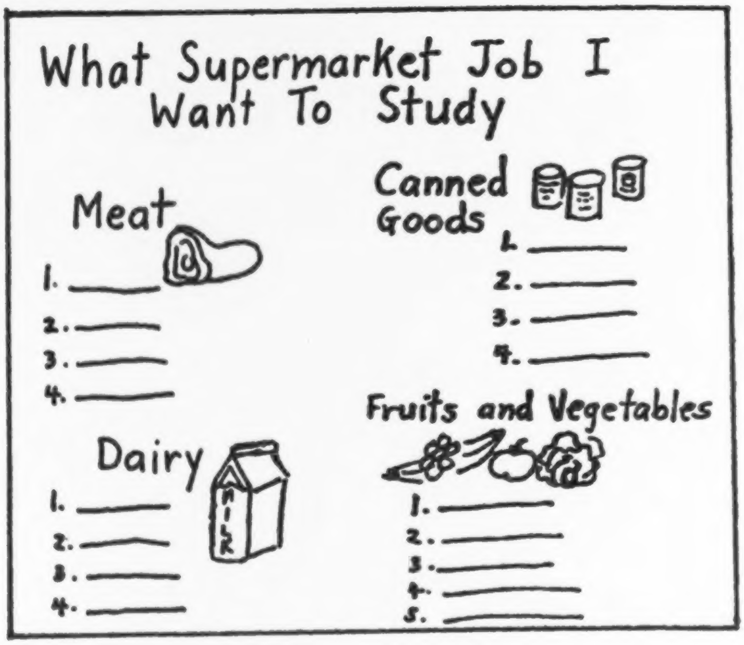
Trip boards can be made from a variety of materials, including: cardboard, plywood, small chalkboards, shirtboards, or clipboards. A clothespin, paper clip, or easel clip can be used to fasten the worksheet to the trip board.

Older children can carry their own boards. Trip boards can be used:

- -to stimulate group discussion.
- -as a display for reference.
- -in a social studies folder for further record.
- -to plan future activities.

In planning trips, it is extra important to remember that a site may be visited more than once. For example, a class may visit a supermarket many times. One visit may be used to get an overview of the market. Subsequent visits may be used to study, observe, and record facts about the dairy, produce, meat, and canned goods sections, to analyze store advertisements, and to study the work of personnel, such as managers, stock clerks, packers, and cashiers.

A worksheet like the one below can be used in class before the second trip to help children decide which area of the supermarket they will study:



What Supermarket Job I Want To Study

Meat
1. ____
2. ____
3. ____
4. ____

Dairy
1. ____
2. ____
3. ____
4. ____

Canned Goods
1. ____
2. ____
3. ____
4. ____

Fruits and Vegetables
1. ____
2. ____
3. ____
4. ____
5. ____

At the supermarket, this trip board below can help children focus on their chosen area of the store, in this case the dairy section:

Name ______________________ Class ______ Time we leave ______

Date ______________ Time we return _____

Dairy Group

1. Who is the manager in charge of dairy food in the market?

   ____

2. Which products are in the dairy section of the store?

   ____

3. Where do the dairy products come from? How are they sent to the market?

   ____

4. Which milk companies have pictures of missing children on their containers?

   ____

To make the trip as effective as possible, the teacher should plan and discuss the trip and the trip boards beforehand with the children.

NEIGHBORHOOD TRIPS

Neighborhoods are a convenient and free resource. Walking trips expose children to common and obvious phenomena that may never have been explained. The teacher encourages children's curiosity and use of problem-solving skills, asking, for example, "How are sidewalks made?" "Where do puddles come from?" "Where do puddles go?" Children can observe people in the community in a variety of work, service, and leisure activities.

. Trips to local stores to make purchases and talk with salespeople:

- bakery
- haircutting salon
- fish store
- supermarket
- pet store
- florist
- shoemaker
- bank
- laundromat
- butcher shop

. Trips to community helpers' worksites:

- the firehouse
- the police station
- the public library
- the post office
- the local legislators' offices
- a construction site
- a hospital or clinic
- a doctor's or dentist's office
- a manufacturing plant

. Trips to see natural phenomena:

- bays
- marshes
- the ocean
- rivers
- gardens
- parks
- backyards

Trip board information can be used for follow-up work in the classroom. Trip boards are an excellent source of material for oral, written, and art activities.

After the trip, children need opportunities to organize and clarify the data they have gathered. There are many activities that will enable them to reconstruct, recreate, and process what they have learned. These activities may include:

Writing and Language Development

- recording answers to questions on class charts
- writing an experience chart
- describing places or things viewed on the trip
- describing the trip, including the sequence of events, feelings on the bus, favorite parts of the trip
- tape-recording follow-up discussions
- dramatizing events from the trip in skits and plays
- writing captions for photographs taken on the trip
- sequencing photographs taken on the trip
- writing individual books about the trip, using photographs as illustrations
- sharing mementos
- reading books and viewing filmstrips and objects related to the trip

Art Media and Other Modes of Representation

- painting
- drawing
- woodworking
- cooking
- making dioramas
- making models
- painting group murals
- making maps
- modeling with clay
- making puppets or dolls
- singing songs

Mathematics and Science

- collecting data
- graphing
- doing experiments
- collecting realia
- sorting and classifying
- categorizing
- counting
- using senses to make observations
- identifying numbers

Sights from the Bus

- road signs
- bridges, tunnels
- lights
- people
- cars
- trees
- buildings

Sights on Walks Around the Block

- houses and buildings
- trees
- sidewalks
- animals (ants, birds, dogs)
- cars
- trucks
- telephone poles, electric wires, pipes, sewers
- print in the environment

INTERVIEWING

Trips provide an opportunity for research through interviewing. Interviewing enables a child to have a direct experience with someone who is an "original" source. It makes real the stories or pictures about people and events that the children are studying. Children realize that they can formulate their own questions and that those questions are important. They grasp the idea that one needs to know how, what, when, and why. During the course of the semester each child should have an opportunity to conduct an interview.

- Children can interview people in and out of school, including people who:
  - are involved in the career or events the children are studying.
  - have traveled to areas being discussed by the children.
  - can respond to questions with respect and clarity so that children can comprehend the answers.

- The teacher should contact interviewees in advance and help them understand the need for short, simple responses.
  - list their questions
  - think through possible answers which might lead to further questions
  - work in pairs to complement each other's writing and language skills

The teacher will need to plan how children will record the interviewee's responses. The adult who accompanies them can write the answers. For beginning readers and writers, children can use an interview sheet which has simple sentences or pictures to be checked. For more sophisticated readers and writers, answer sheets can be designed with adequate space for writing answers beneath the question. Tape recorders can also be used.

Children's interviews can be used:

- in oral reports to the group.
- in written reports.
- as a springboard for discussion and/or further research.

Trips are an integral part of instruction in a second grade class. Note, for example, the trips listed on this planning sheet for the supermarket theme.

Planning sheet for a study of The Supermarket

Art	Science	Reading	Trips	Math	Language	Blocks
-Mural of Supermarket, small group. -Pencil drawing on trip boards. -Clay work of store items for block area. -Painting	-Experiment: How food spoils. -Which foods have seeds. -Planting seeds, recording growth. Grow carrot, onion, potato tops. -Food processing (see Cooking)	-Basal reader stories on foods and stores-reprinted for whole class. -Research from trade and reference books.	-Local supermarket. -Small group trips to Dairy Dept. Meat Dept. Produce Dept. etc. -Farm -Wholesale Market	-Graphs: •Favorite vegetables eaten in class. •Different stores in neighborhood. -Costs of foods: •More/less. •Problem solving. •Money values	-Tape recording of store interviews. -Class discussions about stores •Small group •Whole group. -Bank Street Discovery Materials •The Store	-Building a supermarket with its various sections.
Games	**Cooking**	**Dramatization**	**Crafts**	**Career studies**	**Writing**	**Trade Books and Reference Texts**
-Lotto-Categorization of Foods. -Riddles about foods. -Word Puzzles	Recipes for all cooking: Foods from various parts of store: -Salads -Meats Hamburger -Bread -Vegetables -Eggs Stone Soup	Class store -Sell class made foods to other classes.	-Vegetable printing. -Make natural food dyes- -onion skin -beets	-Researching job skills required in a store. •Reading •Interviews	-Mini-books about vegetables. -Experience charts about •Trips •Foods •Cooking -Write letters to the •Dairy Council •Citrus Growers of America	-Lets Visit The Store -Carrot Seed -Let's Find Out About The Market -Stone Soup -How To Grow Plants From Seeds. -Seeds and More Seeds. -Teacher's Guide to Beans and Peas. etc. etc. etc.

MAKING MAPS

As children take trips in the school and the neighborhood, they reinforce and extend their growing concepts of space relationships, distance, and direction. As they make or draw maps, they begin to represent their experiences symbolically. At first the children are spontaneously, though unconsciously, involved in the creative experience of map making. Gradually they become aware of the need for and the value of map making.

Trips give children an opportunity to develop mapping skills. Children can start by making maps of familiar places, such as:

- the classroom--children can begin by making simple maps showing where things are in the room.
- the school--children can begin by learning directions to the gym, the library, etc.; later they can study actual floor plans, and even blueprints.
- the neighborhood--children can begin by using trip board-maps of the blocks and streets near the school.

Children can make different kinds of maps:

- representational maps--blocks can be used to represent a building, a bridge, or a city (signs and labels are essential); boxes, pieces of wood, cans and drawings can be used to make a map more complex.
- two-dimensional maps--crayons, paints, and a variety of papers and cardboard can be used.
- three-dimensional maps--houses, streets and people can be made with sawdust, glue, and plaster of paris.

Children can develop many skills through map making:

- applying basic skills in reading, writing, and computing
- understanding and using symbols, such as map keys
- projecting an idea
- using many kinds of material for construction
- using reference books
- using different units of measurement

SUGGESTED TRIPS

Animals	Telephone
Bronx Zoo	212 220-5131
Central Park Children's Zoo	212 360-8288
Flushing Meadow Zoo	718 699-7239
High Rock Park Conservation Center	718 987-6233
Jamaica Bay Wildlife Refuge	718 474-0613
New York Aquarium	718 266-8540
Prospect Park Children's Zoo	718 965-6586
Staten Island Zoo	718 442-3100
William Davis Wildlife Refuge	718 698-1803

Gardens/Parks

	Telephone
Alley Pond Environmental Center	718 229-4000
Alley Pond Park	718 520-5371
Brooklyn Botantical Garden	718 622-4433
Clove Lake Park	718 422-7640
Forest Park	718 520-5338
Gateway Environmental Study Center	718 252-7307
New York Botanical Garden	212 220-8700
Queens Botanical Garden	718 886-3800
Wave Hill Center for Environmental Studies	212 549-2055

Museums

American Craft Museum	212 397-0630
American Museum of Natural History	212 873-4225
Bronx Museum of the Arts	212 681-6000
Brooklyn Museum	718 638-5000
Brooklyn Children's Museum	718 735-4400
The Cloisters	212 923-3700
Fire Department Museum	212 570-4300
Hall of Science	718 699-0005
Hayden Planetarium	212 873-5714
Information Center on Children's Cultures (Unicef)	212 686-5522
Intrepid Sea-Air-Space Museum	212 245-2533
The Jewish Museum	212 860-1863
Metropolitan Museum of Art	212 535-7710
Museum of the American Indian	212 283-2420
Museum of Bronx History	212 881-8900
Museum of the City of New York	212 534-1672
North Wind Undersea Institute	212 885-0701
Police Academy Museum	212 477-9753
Queens Museum	718 592-2405
South Street Seaport Museum	212 669-9400
Staten Island Children's Museum	718 273-2060
Statue of Liberty	212 732-1236
Transit Museum (New York Public Transit Exhibit)	718 330-3060

Performances

Brooklyn Academy of Music	718 636-4100
Floating Hospital Children's Theatre	212 685-0193
Lincoln Center for the Performing Arts	212 877-1800
Marionette Theater	212 988-9093
92nd Street Y	212 427-4410
Town Hall	212 840-2824

Travel

J.F.K. Airport	718 656-4525
Port Authority Bus Terminal	212 502-2404
Staten Island Ferry	212 806-6940

Places of Historic Interest	Telephone	
Fraunces Tavern Museum	212	425-1776
Long Island Historical Society	718	624-0890
Morris-Jumel Mansion	212	923-8008
Flushing Quaker Meeting House	718	358-9636
Richmondtown Restoration	718	351-1617 351-9414
The Dairy in Central Park	212	288-9505

Additional Trips

Brooklyn Arts and Culture Association	718	783-3077 596-2222
Children's Art Carnival	212	234-4093
City Hall	212	566-8681

Trip Guides

A Teacher's Directory to New York City's Museums, Zoos, Botanical Gardens. (Brooklyn, NY: Bureau of Curriculum Development, New York City Board of Education, 1976).

Educational Resources Directory: A Guide to the Education Services of New York City's Museums, Zoos, Botanical Gardens and Historical Societies. (New York: Museums Collaborative, Inc., 1980).

BEYOND THE CLASSROOM SETTING

Games, Cheers, Songs, Chants

"Lemon and lime gotta be on time 'cause
the school bell rings at a quarter to nine..."

Students from Ms. Levine's
Second Grade, District 27
Queens, NY
N.Y. Times, Wednesday April 10, 1985
Metropolitan Report

Schoolchildren remain tradition's warmest friends. Like primitive man, they are respecters, even venerators, of custom, and in their self-contained community their basic lore and language seem scarcely to alter from generation to generation. Games, chants and cheers have always been part of childhood. This is true not only for New York City children, but for children throughout the world. Beyond being enjoyed by children, games and rhymes can help a child develop skills in the areas of rhythm, creative imagination, listening, following directions, fair play, singing, counting, coordination, reading and writing.

"Traditionally, lore exists everywhere, so that as many, if not more, traditional games are known to city children as to country children and that children with houses and backgrounds as different from each other as mining community and garden suburbs share jokes, rhymes, and songs which are basically identical."[2]

Iona and Peter Opie traced one street chant from 1700 to 1954. The rhyme traced was used for counting or jumping; it ends "I forgot it. Please walk out."[3]

This is similar to two present day American rhymes:

All in together girls
First by the weather girls
When you call your birthday
Please jump out
January, February, March ...

Polly put the kettle on
And have a cup of tea
In comes Janie
And out goes me

These games/rhymes have an historical relevance as well as a practical use for present day educators. It is appropriate to include these activities as we extend the curriculum beyond the classroom setting.

In order to incorporate past experiences and skills into present learning situations, the teacher must be an accurate observer of children.

---

[2] Iona and Peter Opie, *The Lore and Language of School Children* (New York: Oxford University Press, 1956).
[3] *Ibid.*

Children can be observed most readily in the extended learning environment outside the classroom, on the playground, in the school yard or gymnasium. The games, cheers, songs, and chants in which children engage give the observant teacher an opportunity to view children's physical and verbal abilities in their natural state.

This section will provide the reader with definitions of the various games and examples in each category. For the best results, teachers should observe the children of their own classes at play, and record with the children the games they know.

Initiating the Study

A theme on games could begin with a class discussion. The teacher lists on a large chart the games the children dictate.

Games We Know
Class 2-136

* Hokey Pokey
A My name is Alice
Miss Mary Mack
Punchinello
Little Dutch Girl
Hide and Seek
* Squirrel In the Tree
Seven Up
Fresh
Buffalo Girls
Teddy Bear
London Bridge
Hot Potato
Head and Shoulders
Hambone
Engine Number Nine
All In Together Girls
Muffin Man

* Part of the traditional early childhood curriculum.

Note that some of the games, songs and rhymes listed have become part of the traditional curriculum in early childhood. There still remains a wealth of untapped language and movement in games, songs and rhymes which second graders know and which should be included in any curriculum developed for them.

A follow-up or homework assignment might be the following:

-Write the words or directions to your favorite game.

or

-Interview your parent or sister/brother. Write the words or directions to their favorite game.

The teacher collects all the games, songs, chants, rhymes, and cheers the children bring in for homework and begins a class book of games for the class library.

Continuing the Study

Use the chart developed earlier with the children in your class. Have the children write the action which goes with each game. This activity will help children see the categories in which games fall.

Games We Know
Class 2-136

Hokey Pokey ...	(circle)
A my name is ...	(bounce ball)
Miss Mary ...	(clap)
Punchinello ...	(circle)
Little D ...	(clap)
Seven-Up ...	(tap, hide eyes)
Fresh ...	(stomp, clap)
Buffalo Girls ..	(stomp, clap)
Hide and Seek ..	(run, hide)
Hambone ...	(clap)

After the actions are written on the chart children can graph the categories of games, i.e., clap, jump.

Other Activities

- A class book of games can be developed.
- Individual books by children can be written and placed in the class library:
  - Song books
  - Chasing game books
  - Rhyme books
  - My Book of Clap Games
  - My Book of Jump Rope Rhymes
  - My Book of Cheers
- Two or more children can collaborate on a book; one child writes down the actions of a game while the other illustrates those actions.
- Games of parents, grandparents, and great-grandparents can be recorded and their connection to today's games can be traced.
- Charts, books, or tapes to teach games to others can be made.
- Many kinds of games can be presented in an assembly program.
- A book of games from different countries can be made.
- Children's favorite games can be graphed.

- Mathematical concepts can be developed by using games for categorizing and graphing.

- Game books/game newsletters can be published for the school community.

- Lists about the games can be developed.

  - games that need equipment
  - games that do not need equipment

Listed below are some of the categories of games that can be explored by seven-and-eight-year-olds in a communication arts or movement curriculum:

Clapping Games
Cheers, Circle, and Singing Games
Jump Rope Games
Choosing Games
Ball Bouncing
Nonsense Rhymes
Tangletalk
Tongue Twisters
Tales Which Never End
Rapping Wordsmanship
Chasing Games
Catching Games
Seeking Games
Hunting Games

The following section defines some of the games and gives examples that can be used as a supplement to the games the children may already know.

Clapping Rhymes

Clapping games are chants or songs with a clapping pattern. They are excellent for developing coordination and a sense of rhythm.

Hambone

Hambone, Hambone have you heard?
Papa's gonna buy me a mockingbird.

If that mockingbird don't sing
Papa's gonna buy me a diamond ring.

If that diamond ring don't shine
Papa's gonna buy me a fishing line.

Hambone, Hambone, where you been
Around the world and I'm going again.

Hambone, Hambone where's your wife?
In the kitchen cooking rice.

Movements: Children can be seated and clap hands or use wooden sticks to clap.

Lines 1 & 2 - Alternate clapping hands and knees.

Lines 3 & 4 - Alternate clapping hands and thighs

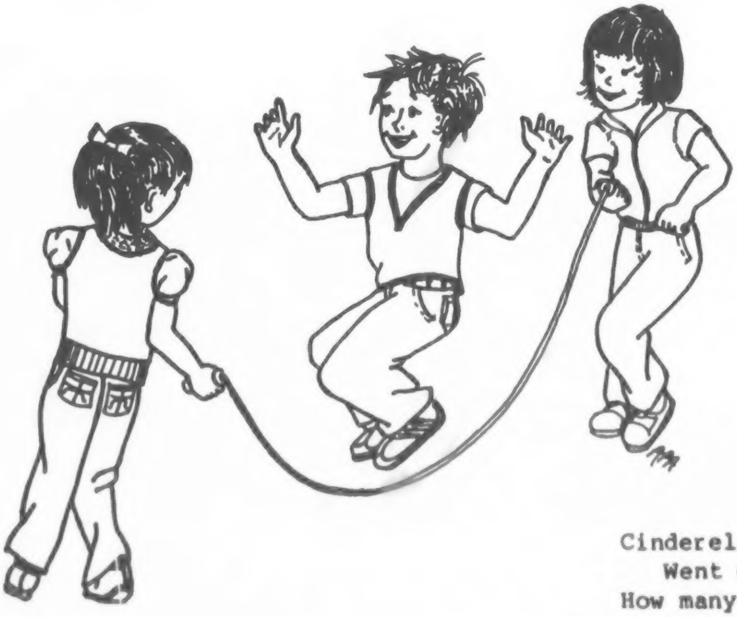
Lines 5 & 6 - Alternate clapping hands and chest.

Lines 7 & 8 - Hands and shoulders

Lines 9 & 10 - Hands and head.

Jump Rope Rhymes

Jump rope rhymes can be chanted as two children turn a rope and a third jumps. Some rhymes are appropriate for the individual jumper. Some rhymes specify actions which the jumper must perform. Jump rhymes can ask a question and the number or word on which the jumper misses determines the answer. Jumping to the rhythmic chant of the rhyme can be very satisfying to second graders.



FIREMAN, FIREMAN

Fireman, fireman, number eight,
Hit his head against the gate.
The gate flew in, the gate flew out,
Thats how he put the fire out.
O-U-T spells OUT
And you step out.

CINDERELLA

Cinderella dressed in yellow,
Went downstairs to kiss her fellow.
How many kisses did she get?
One, two, three . . .

Cinderella dressed in lace,
Went upstairs to powder her face.
How many pounds did it take?
One, two, three . . .

Cinderella dressed in red,
Went downstairs to bake some bread.
How many loaves did she bake?
One, two, three . . .

Ball Bouncing Rhymes

These rhymes are used to emphasize rhythm while bouncing a ball. Many jump rope rhymes and nursery rhymes can be used for ball bouncing.

ONE, TWO, THREE A-TWIRLSY

1. One, two, three a-twirlsy,
   Four, five, six a-twirlsy,
   Seven, eight, nine a-twirlsy,
   Ten, a-twirlsy, catch me!

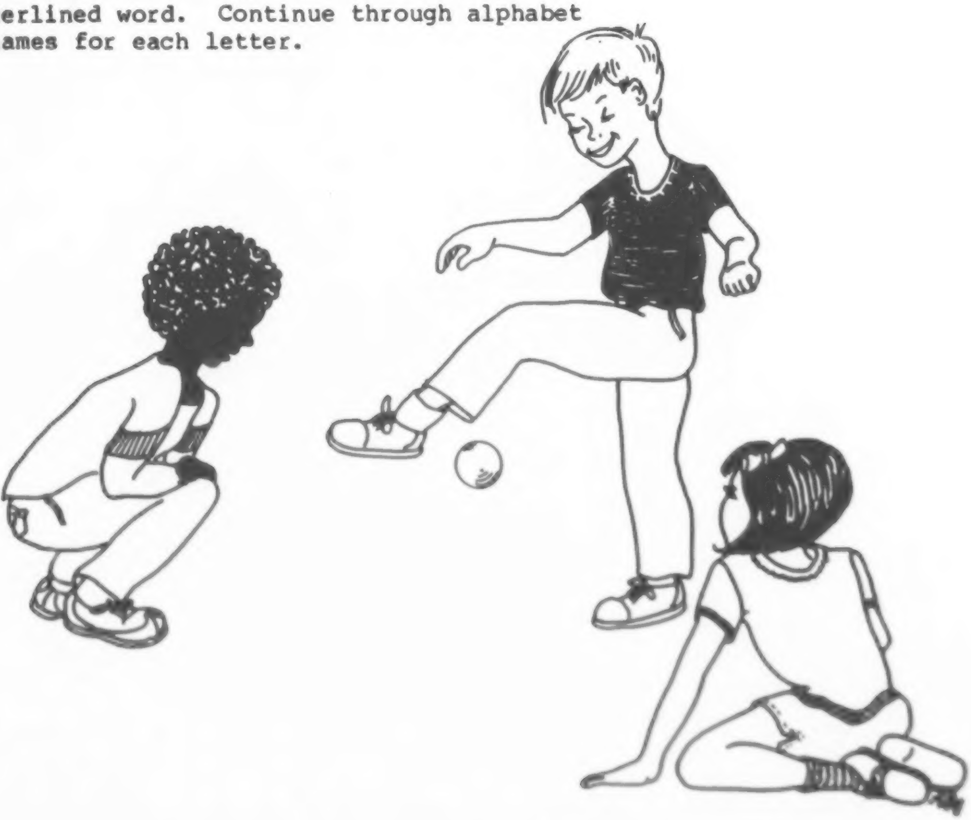
2. One, two, three a-jumpsy,
3. One, two, three a-crossy,

Movement - one child can bounce
ball in rhythm
"twirlsy" - twirl around
"jumpsy" - jump up
"crossy" - cross leg over ball

ALPHABET BOUNCE

My name is Alice,
My husband's name is Andy,
We come from Arkansas
And we sell apples.

Movement: Bounce ball in rhythm. Pass leg over ball on underlined word. Continue through alphabet making up names for each letter.



Choosing Rhymes

One child of the group chants the rhyme while pointing to the children one by one, including the chanter.

The child pointed to on the last word is "it." Another variation says the rhyme is repeated until one child is left to be "it." Mother Goose rhymes can also be used as choosing rhymes.

HOT POTATO

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, MORE.

Movement

Children stand or kneel in a circle. One child is the caller or "it." Each child makes two fists and holds them out in front. The child who is "it" touches each fist in turn including own while saying the words of the rhyme. The fist touched on "more" is placed behind the child's back. When only one fist remains held out, that child is the winner.

Nonsense Rhymes - Rhymes of words that do not have a point or make sense

Eenny Meeny Sesaline
Ooh Aah Ombalinie
Take a peach
Take a plum
Take a piece of bubble gum

Nicknames and Epithet

- Children have extensive vocabularies when using their own language. Characteristic of schoolchild language is that two such apparently conflicting emotions, respect for tradition and desire for fun, can be manifested in rhymes that include epithets.

What's your name?
Puddin Tame.
Ask me again
And I'll tell you the same.

Cheers

Present-day games are often called cheers by New York City children. Today groups of children can be observed on playgrounds in school yards doing line and circle chants. The cheers can be done by as few as three or as many as thirty children. Boys and girls not actually doing the cheers know all the words and usually stand in a crowd around those performing and repeat the chant. This phenomenon of children in their self-imposed discipline of ordered play is most amazing to watch.

PLAYING JUMPING AND CLAPPING

Children are love
Jumping and a clapping
From up above
Jumping and a clapping
Say your name ________
Jumping and a clapping
Then do your action
Jumping and a clapping
All my friends have great fun.
Jumping and a clapping
Hop, Hop make you jump
Jumping and a clapping.

MOVEMENT

Children stand in a circle or line
all children repeat verse
"jumping and a clapping"
Each child in turn says
"Name ________________"
and creates own action (line 7)
All children clap, stomp,
jump on verse, "jumping and a clapping"
until each child has a turn.

FRESH

My name is Tony
I know I'm fresh
All these kids are going
to pass the test
I'm cool as ice
I'm twice as nice
'Cause I'm FRESH

MOVEMENT

Clap, stomp, cross your
legs and jump up.

The cheers in this section were recorded from grade two children of P.S. 308 and P.S. 243 District 16 Brooklyn, New York, April 1985.

Ms. I. Pasternak and Ms. D. Johnson, P.S. 308; Ms. P. Smith, P.S. 243.

Games

"A true game is one that frees the spirit. It allows no cares but those fictitious ones engendered by the game itself."[4]

Iona Opie

Chasing Games - Games in which a player tries to touch others who are running freely in a prescribed area.

Drop the Block

Supplies - Wooden block or blackboard eraser.

Formation - Single circle, facing the center with one player, the runner, outside the circle holding the block.

Object - To reach the vacant space.

Game - The runner goes around the outside of the circle and drops the block in back of one of the players. This player picks up the block and chases a runner. The runner is safe if he reaches the vacant space before he is tagged and the chaser becomes the new runner.

Catching Games - Games in which a player attempts to intercept other players, who are obliged to move from one designated place to another, if players are caught, they either take the catcher's place or, more often, assist in catching the remaining players.

Squirrels in Trees

Formation - Players in groups of three join hands to represent hollow trees. In each are two or more players (squirrels) without trees.

Object - To find places in trees.

Game - At a signal from the teacher, all squirrels must find new trees. Only one squirrel may occupy a tree.

Suggestion - Opportunity should be given for all children to be squirrels. Space should be large enough to avoid collision.

Catch of Fish

Formation - Single circle, facing the center, hands joined. Five players inside the circle join hands in a line to form a fish net. Three other players, representing the fish, scatter inside the circle.

Object - To avoid being caught in the net.

Game - The net tries to close in around the fish who attempt to evade it. The net must keep hands joined. Fish caught, become part of the net. If the net is broken, new players are chosen for fish and net.[5]

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[4] Iona and Peter Opie, *Children's Games in Street and Playground* (New York: Oxford University Press, 1969).

[5] Games and directions excerpted from: *A Manual for Physical Activities in the Health Education Program*, no. x, 57 series, (New York: Board of Education of the City of New York, 1956).

Section 3

Teachers and Children: The Learning Collaborative

Teachers and Children: The Learning Collaborative

LET'S TALK ABOUT IT

We might assume that by the time children are seven or eight they have learned to speak and are also, broadly speaking, literate. Therefore (we might continue to assume) second grade teachers can concentrate on the more difficult matter of developing children's capacities to read and write, leaving talk to look after itself. But a closer look at children's talk in school will lead us to wonder about these assumptions. Teachers know that most successful learners are children who talk easily and make their understandings and questions clear, thus getting more attention and influencing the curriculum in the direction of their needs. Teachers also know that less successful learners are frequently those children who are less articulate or who speak a language or dialect that differs substantially from that used in the classroom; these children often are misunderstood or overlooked in discussions.

Martha King[1] sees failure in school as a failure in language. She suggests that there may be inadequate communication in the classroom or school, failure of children to make the transition from speech to reading and writing, or, too often, failure of both teachers and children to link ideas presented in the language of textbooks to the reality children know.

What are successful teachers doing to increase opportunities and motivation to learn? They are contributing to conversations in ways that extend the child's meaning and take into account the child's point of view.

The following conversation[2] between some second graders and a teacher right after the citywide reading test, shows the teacher's interest in the children's opinions and feelings about this major milestone in their lives in school:

Teacher: What test did you take this morning?

Vicki: This morning I took the reading test.

Teacher: No math test? Only the reading test? How did you like it?

Vicki: I liked it very much.

Teacher: What was good about it?

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[1] Martha King, "Language and School Success: Access to Meaning," *Theory Into Practice*, Ohio State University, vol. 23, no. 3, Summer 1984.

[2] All conversations in this section are with children in Joan Frutkin's 2/3 class, PS 75, Manhattan.

Vicki: (no answer; seems hesitant, uncertain)

Teacher: What was the best part?

Vicki: The best part was the reading comprehension.

Teacher: Oh, really? What was that made up...was that stories?

Vicki: Yes.

Teacher: Do you remember any of the stories?

Vicki: Ummm. One was about Jane Addams, how she helped the poor children that played on the streets and she said to herself that it was not safe for them to play on the streets and she had empty lots so she bought the empty lots and... she... bought all the toys for them and they let them play, she let them play in the empty lots.

Teacher: I see. So then it was safe?

Vicki: Yes.

Teacher: Do you think that would make it safe?

Vicki: Yes.

Teacher: Really? Why?

Vicki: Well, if you play on the streets all the cars'll come along and you might get hit.

Teacher: I see.

Vicki: So if they have... umm... like a garden to play you'll be safer.

Teacher: I see. Okay. (To another child in the group) Jonathan, tell me about the test. Was this your first city reading test in school?

Jonathan: Yeah. It was sorta fun.

Teacher: Did it seem fair? Like a fair test?

Jonathan: Yeah.

Teacher: What did you like best about it?

Jonathan: The reading comprehension.

Teacher: You did. What story did you like?

Jonathan: I liked the first one, the one about this...some kid, his name is Larry and he has a pet goldfish and he wants to bring it to a pet show but he, well, he doesn't want to, he thinks that it's not good enough but his sister said that it is and that all the, uhhh, animals get a prize so he goes and the goldfish wins best swimming-best swimmer.

Teacher: Best swimmer. Oh, that's fun. What kind of questions did they ask you?

Jonathan: Like, what happened in the story? What happened last, what happened first?

Teacher: And is that easy for you?

Jonathan: Yeah.

Teacher: And what other stuff did you like in the test?

Jonathan: Compound words.

Teacher: Oh? What's a compound word?

Jonathan: It's...two words made into one.

Teacher: Like what? Give me an example.

Jonathan: Ummm. Like play and ground make playground.

Responsibility for what is learned rests with the child, because only the child can construct inner representations. Teachers, however, can provide strategies that are compatible with the child's natural learning style.

When we adults examine our learning styles, we find an insistence on meaning, and we want the new information to be relevant. How often have we complained that this or that course or workshop is irrelevant to the classroom? So we place the experience in a context where it is relevant by saying "Colleges don't understand classroom teaching!" When we present new material to children, we need to make the meaning available, too, not just the word identification strategy or pronunciation. The following excerpt[3] describes two very different approaches:

> Suppose a child is given a new word, gorples, to read. The word has never been seen before. The goal is to understand the meaning of this word. The two approaches differ as follows.
>
> Reductionist: Stimulus: gorples
> 1. Decode letter-sound correspondences: g/g/, o/ow/, r/r/, p/p/, l/l/
> 2. Generalize -es inflection either as a noun plural or as a verb, third person, singular
> 3. Pronounce word
>
> Result: Word pronounced, meaning unknown.

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[3] Roger W. Shuy, "Language as a Foundation for Education: The School Context," *Theory Into Practice*, Ohio State University, vol., 23, no. 3, Summer, 1984.

Constructivist: Stimulus: I saw seven yellow
gorples growing in
the garden.

1. Use context clues to establish that
   a. These things grow in gardens (probably flowers or vegetables)
   b. There are seven of them (number could indicate flowers)
   c. They are yellow (more likely flowers than vegetables)
2. Use context clues to establish gorples as noun plural
3. Use decoding skills (as in reductionist approach), if necessary

Result: Important context clues to meaning give significant help to knowing meaning.

When sociolinguists studied the at-home language of verbal children who were successful in school, they found an abundance of interactive language: after the child was read to, during and after family visits and trips, at meals, during projects, after television shows. Like adults, the children talked, to clarify perceptions, to expand knowledge by eliciting the perceptions of others, to negotiate, to discover new questions. All of the experiences the child shared with people at home became a sort of curriculum--sources for seeking and learning new information.

Teachers and children share innumerable experiences during their lives together in school, and wise teachers use these experiences as the basis for conversations that stimulate children to wonder, question, make connections, and hypothesize. When teachers talk and listen to children, they also gain insights into their misconceptions. The following conversation demonstrates to the teacher how much children depend on context for their understandings (Ashana's explanation of football) and also reveals that the teacher had erroneously assumed all of the children thoroughly understood the concepts involved.

Ashana: I liked another part (of the reading test) and it was this easy, easy part, that's the part I liked, because...when you say a word...like foot?

Teacher: Yes?

Ashana: And it's like...you say...ball!...
football, foothead, footsaid, footknee
and then...and then when...and then you say football!

Teacher: Why? Why was football the right answer?

Ashana: Because...because you always see football on TV.

Teacher: And the other words you don't see?

Another child in the group: You don't see like foothead.

Teacher: Is that a word? Foothead?

Group: No!

Teacher: Alright. What kind of words are those?

Another child in group: 'Cause football's the only word that made sense. That's compound words.

Ashana: And there was another one, birthday, and we had syllables...like....

Teacher: What are syllables?

Ashana: Like...a.

Alex (another child): There's!

Ashana: Like...no....

Alex: There's means there is.

Ashana: Yeah. And...uh...

Alex: Or can't! Can't means cannot.

Teacher: What is that called, when you make two words into one shorter word? What is don't short for?

Alex and Ashana: Oooooo...do not!

Ashana: And this is, is...I mean this is...this.

Teacher: I don't think there's a contraction for this is. We do say this's...we kind of push it together sometimes, but I don't think it's actually called a contraction.

FIRST FUNCTION, THEN FORM

We want our children to learn to speak well - using conventional syntax and meanings--but it is not reasonable to expect all language to conform to these formal rules. Some speech is used to formulate new ideas, integrate new information, or translate new ideas into familiar terms. In such situations, children, like adults, tend to use an informal and personal language that is dense, rapid, and not necessarily under conscious control.

The following conversation, with two very bright and articulate second grade boys, illustrates Alex's use of vivid personal and spontaneous language to communicate his memory of anxiety during the reading test.

Teacher I want to ask you something kind of hard: What did you not like about the test? What was not good about it? Alex?

Alex: Well, sometimes, if you get stuck on words, you're like... Oh, no!...and you go to the next word or...someone's gonna finish or everyone's gonna finish the page before I even finish this word and...Oh, no!...They're gonna finish it while I'm still on this page and, like you get all...

Teacher: Excited?

Alex: Excited and upset and you're like...(gasp)...Oh, no!...and then...like...and then...except...if you...usually...your teacher gives you more time and doesn't let anyone turn over the paper unless everyone's finished. So sometimes if you're getting real excited and then if you find out your teacher's gonna give you more time, sometimes you calm down a little bit and you feel a little better, and you get to do it.

Teacher: So the timing of it makes it...yes....

Joey: Well, if you get excited, the bad thing about getting excited is...'cause...is that you can't think. You're...like...Oh, my God! Oh, my God! You can't think.

Teacher: So you don't really do as well when you get excited as you do when you're calm. Is that what you mean?

Joey: Yeah. Yeah.

It was once believed that language could be taught, that we merely had to put words into the mouths of children. But teachers and others are developing a different perspective, recognizing that children's self-generated, unsolicited speech is purposeful: it is used to get things done; to express feelings; to clarify and communicate ideas; to question; to complain; to accept, deny, refuse; and so on.

The following conversation enabled Paul to air his grievance about the disparity in difficulty between the sample items and the actual test, and it allowed Jonathan to describe the part of the test he disliked:

Teacher: Was there anything you didn't like about the test?

Paul: Well, the first sheet she gave us was not so hard and it was very easy and I'd say had questions like "What's one plus one?" and that's very easy and that's what I didn't like about it.

Teacher: How does that make you feel when it's so easy?

Paul: Like a first grader.

Teacher: And you want to feel like what?

Paul: A second grader.

Jonathan: I didn't like the vowels. They had the vowels in the middle and you had to find the other word. Like they had one word, miss, and they had the vowels i, i, for iss and you had to go around...they had a line of letters...like five or six, and you had to pick which one and when you got to the last ones they got pretty hard. I got stuck.

Children must feel ownership of what they say and how they say it. Child-generated language is replacing the recitations, predetermined answers, and teacher-dominated and teacher-controlled classroom discussions that once defined school talk. Throughout this second grade guide there are many activities which offer opportunities for children to ask questions, complain, predict, give directions, evaluate ideas, and develop critical thinking skills; all appropriately will be spoken in the children's personal, spontaneous, everyday language.

Once children (and adults!) formulate their thinking and integrate their new knowledge with what they already know, then formal, academic language will emerge. This will occur faster if the child hears good role models at home and at school. Surely Alex, for instance, subsequently went to his classroom teacher and his parents and said something like this:

Adult: How was the reading test, Alex?

Alex: It was okay.

Adult: Was it hard or easy or fun or what?

Alex: Well, it was a little hard and a little easy. It was okay, but I was pretty upset because there were time limits and I was afraid I wouldn't finish in time.

Adult: Did you finish all of the questions?

Alex: Yes, I did. I didn't think I would, but I did finish everything.

Alex has used the formal language that he hears from his teacher and parents. Most children will naturally learn to use such formal language. However, nonlisteners may fail to do so, and even some intelligent and gifted children surrounded by exemplary language role models may not learn to express themselves well verbally.

No teacher wants to be remembered by creative children as the one who nagged them by saying, "speak properly." Teachers today are more aware than ever of their children's potential to learn, and are excited about opportunities to enhance language understanding and mastery in diverse ways.

LET'S LISTEN TO THE CHILDREN

In addition to discussions and conversations, teachers are urged to pay attention to children's unsolicited language--the asides, comments, and questions that children volunteer. These fragments often provide clues to children's attitudes, perceptions, understandings, and misunderstandings, as well as their humor, insights, or difficulties in concentrating on the matter at hand. We want to be aware of which children are taking active roles in conversations, initiating verbal interactions, asking questions, taking frequent turns in conversation, and employing complex syntax and wide-ranging semantic content. We want to create situations that will generate rich uses of language.

WE SPEAK IN A CONTEXT

Children naturally adapt their language to the situations in which they are speaking. For example, they use baby talk with toddlers, role-appropriate speech when acting a part in spontaneous dramatizations, and complexly structured language to adults. Children's language is influenced by such variables as teacher expectancy, role differences, classroom placement, sizes of groups, and types of activities.

The next conversation, between a second grade boy, girl, and their teacher, demonstrates Andrew's awareness of the norms of his class' verbal interactions. The cereal is one invented by the class for a nutrition project:

Andrew: I'm reading the commercial "Natural Kiddie Yums." Girl and mother walk into a supermarket. "Look," says the girl, "a new cereal! Can we buy it please?". "Wow! Look at the ingredients--bran flakes! The first thing on the list!" "Okay, you can have it anytime," says her mother.

Teacher: Okay. Does anyone else have anything to say about the cereal project?

Andrew: Well, she (pointing to Olga) is the one who made the ingredients so you should let her say something.

Olga: Oh! What'll I say?

Andrew: Just say anything you want.

Olga: Okay. Ummmm.

Andrew's comments demonstrate his concept of the norms of classroom verbal interaction: that Olga should have the honor of telling about the cereal since she invented it. He supports her right to talk, despite her reticence and the teacher's effect on the flow of conversation.

LET'S MAKE IT WORK IN THE CLASSROOM

Class size is one of the apparent hindrances to talking and listening in school. When teachers relate more to the whole class than to individuals or small groups, too much of children's time is spent being quiet while one of 32 or more persons is talking. In this situation, there is little opportunity for informal speech.

This teaching guide, like its predecessors, Getting Started in the All-Day Kindergarten and "Now We Are Six," encourages teachers to organize classrooms into learning centers and to plan thematic units that develop concepts in several content areas. This structure provides opportunities for small-group work and offers a variety of experiences and interesting topics to stimulate conversations, enabling the teacher to interact with one or a few children at a time while many children in small groups are talking with each other.

As we develop our roles as collaborators with children, we will see greater collaboration among the children. Where small groups are engaged in the same or related tasks, they will give themselves support to each other, allowing the teacher more time with small groups and individuals. We will have more time for discussions that help children think through their work, evaluate its progress, and suggest future steps to enable them to continue on their own. In this way, some of the most serious problems of large classes are avoided, and children will gradually feel encouraged to take more responsibility for their learning.

The teachers' role is vitally important in encouraging more meaningful language interactions with and among second-grade children. Strengthening children's skills in linguistic interactions will help them develop greater understanding of the world and greater effectiveness in influencing their life experiences.

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Section 4
Themes

DEVELOPING A THEME

Introduction

Second grade children have had a great many experiences in their young lives involving home, school, and neighborhood. They have developed skills of inquiry and discovery and must now be provided with opportunities to clarify and expand understanding. The teacher recognizes that second graders have a sense of recall and can record simple findings. The curriculum should utilize themes which further develop these abilities and include activities which help the children to structure and organize their knowledge.

The thematic approach to curriculum development provides for the integration of content areas and skills. In addition, the relevance of the theme selected sustains interest, motivates activity, and encourages exploration. The flowchart for a theme illustrates the integration of the content areas and the correlation of skills and activities within that theme.

As the theme develops, the teacher continues to assess the learning process and the learning environment to determine instructional needs and strengths. The teacher records additional activities on the flowchart for each theme. Through this process, the teacher is able to identify those learning experiences which increase understanding and provide for application of knowledge.

Selecting a Theme

The use of themes as an approach to curriculum development is a method to help children organize information gained through daily experiences. Second graders need to understand and research relationships which they can identify in their own lives. By activating this knowledge, the teacher can lead children through the stages of comprehension which are essential to academic achievement.

The following criteria should be taken into consideration in choosing a theme:

- It is relevant to the interests and needs of the children.

- It is age and/or developmentally appropriate.

- It will foster the development of skills.

- It is valid in that the learned concepts, skills, and attitudes may be applied to real life.

- It allows for integrating the content areas.

- It can be studied more deeply by reference to a variety of books, materials, and other resources.

- It emphasizes people, their interdependence, and significant aspects of their environment.

- It is as exciting and interesting to the teacher as it is to the children.
- It evolves from the second grade curriculum.

Motivating the Theme

After a theme topic has been selected, one approach or a combination of approaches can be used to motivate children. These are suggested approaches:

- Take a trip through the supermarket, neighborhood, or library.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories, and poems that generate curiosity and interest.
- Stimulate a discussion on the questions and ideas the children have raised.
- Have the children participate in recording information related to the theme. Help children formulate what it is they wish to find out.

There is no specific order in which the themes should be studied. The duration of each theme will depend upon the interest and abilities of the children in each class. The learning experiences in the "Library" theme employ research skills that can be used throughout the study of the "Supermarket" and "Environment" themes.

Questioning

Effective questioning must be recognized as the teacher's most important tool. To successfully implement academic achievement, the teacher should be aware of the role that questioning plays in classroom practice.

What Is an Effective Question?

1. It should be appropriate to the educational activity.
2. It should be suited to the children's ability and experience.
3. The wording should be brief, clear, and definite.
4. The language should be appropriate to the age/developmental level of the children.
5. It should center on one idea only.
6. It should be logical.
7. It should present a challenge to the class as a whole. A good question may not result in an immediate showing of hands, as the children may be using "think time" to formulate their responses.

Effective questioning techniques require thoughtful planning, and must be conscientiously practiced.

Research Skills

Research is the gathering of information from many different sources to expand and extend knowledge. The themes have employed numerous research skills, such as:

- interviewing
- using reference materials
- collecting information
- identifying

Brainstorming

Brainstorming is the unrestrained offering of ideas or suggestions to seek solutions to problems. This thematic approach allows childrent to:

- make associations
- develop their ability to categorize
- find relationships
- perceive likenesses and differences
- broaden understandings

The aim of brainstorming is to have the ideas flow. Criticism does not further the production of ideas. Good ideas are often squelched by immediate or excessive evaluation. Deferred judgment is a crucial element in brainstorming.

If children are carefully taught how to brainstorm, the results can be remarkable.

Purpose

- to create a vast number of ideas, which leads to more quality in those ideas
- to open children up to sharing ideas without criticism
- to enable members of the group to build on each other's leads

Rules

D: Defer judgment (Do not criticize or evaluate.)
O: Offbeat ideas (Accept all ideas, even those which seem wild or silly.)
V: Vast number of ideas (Generate as many ideas as possible.)
E: Expand/build on the ideas of others (Piggyback ideas.)

1. The teacher states a definite problem or question, for example:

   "A friend is someone who..." or "What can we learn at the zoo?"

2. The teacher reviews the brainstorming rules.

3. The teacher restates the problem or question, and charts ideas as the children respond.

4. When it appears that the children have finished, the teacher asks them to continue for a few more minutes. (Research has indicated that the best ideas come at the end.)

5. The teacher comments on the number and variety of responses.

6. Each group develops a list of acceptable ideas regarding friendly behaviors according to their cultural views and values.[1]

The three suggested themes in this manual illustrate a specific developmental approach plan. Each theme has been divided into Learning Experiences, which can and should be enhanced by the teacher. Each experience includes Concepts, Objectives, Procedures, Related Content Areas/Skills, Materials, and Vocabulary. The Suggested Teacher Questions are designed to stimulate a wide range of responses from children. The Assessment section will assist the teacher in evaluating pupil progress. Follow-Up/Homework Activities will enable the children to review, test, and extend learnings. The section, Language Emphasis for the LEP Child, will assist in providing direct instruction to children with limited English proficiency. The Appendices, which follow the themes, contain related charts, poems, songs, illustrations, examples of homework, and follow-up instructional activities.

Following is a list of suggested topics for other themes which teachers may wish to explore:

Newspapers
Museums
Exploring Community Resources
Problem Solving
Money and Me
Career Awareness
Looking Into the Future
Learning Through Hobbies
Connections
Advertising: To Buy or Not to Buy
Underwater
Music All Around
Rhythms
Families
Recycling
Adopting a Neighborhood Block
Inventions
Animals

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[1] Adapted from *Educating Gifted Pupils in the Regular Classroom*, Training Manual (Albany, NY: University of the State of New York, State Education Department, January, 1982).

ENGLISH AS A SECOND LANGUAGE: WORKING WITH LIMITED ENGLISH PROFICIENT STUDENTS

Children from various linguistic and cultural backgrounds can greatly enrich the classroom environment. Learning about and sharing different cultures with one another fosters a sense of pride, self-worth, and mutual respect. The wise teacher will capitalize on the cultural diversity in the classroom.

We must remember that second language learners have the same abilities as their classmates. Because they are not fluent in English, the teacher cannot rely on verbal instructions exclusively. Instructions given to the entire class must be altered for the L.E.P. children. The teacher must provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Telling stories with illustrations, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

The material designed for Limited English Proficient children in this manual is organized for two types of instruction. The ESL Extended Lesson is a complete lesson to be taught to a group of L.E.P. children while the rest of the class is working on assignments in their respective groups. The lessons are based on material which will be covered by the whole class. The Language Emphasis for the Limited English Proficient Child isolates specific linguistic structures which can be used to integrate the L.E.P. students into class discussions. It provides material which can be further developed by the teacher into several extended lessons.

Each ESL Extended Lesson has two sets of objectives, cognitive and linguistic. The lessons focus on cognitive objectives which were derived from the content area curriculum. The linguistic objectives provide the framework for communicating the content and developing the cognitive objectives. The children's attention is directed to the experiences and activities while the linguistic input is provided by the teacher. As their speaking skills develop, children will begin to participate spontaneously.

The Four Skills

The object of ESL instruction is to prepare children to function in the social world and to undertake academic work in the English language. The teacher must therefore provide opportunities for children to learn the English associated with both social and academic language use and to develop skills in the four areas of listening with understanding, reading, speaking, and writing.

Listening and reading are viewed as receptive skills, while writing and speaking are productive. Skills develop at different rates in different children. Some children may not speak for a long period of time while they are developing their receptive skills. During this time children should be encouraged but not pressured to speak, and should be given opportunities to demonstrate their second language progress in other ways.

Independent Activities for Second Language Development

- Listening to tapes with illustrated read-along books
- Illustrating stories
- Sequencing picture cards from stories
- Classifying objects and/or pictures
- Retelling a story using flannel board
- Rereading experience charts
- Sequencing sentence strips from experience charts
- Matching word cards to pictures
- Unscrambling sentences on word cards
- Dramatizing with puppets
- Maintaining personal picture dictionaries

SUPERMARKET

RATIONALE

The supermarket is often a focal point for the community, and it can be utilized as an educational resource. The theme "Supermarket" is an organized core of experiences which will provide children with opportunities to develop and strengthen basic skills.

The school and community activities in this theme will increase competence in informed decision making. In addition, a variety of charts, diagrams, and hands-on projects will introduce and clarify concepts in areas such as science, mathematics, and social studies.

As an instructional resource, the supermarket can help children integrate the worlds of home and school.

COMMUNICATION ARTS

READING
- Learning new vocabulary
- Research skills
  - Inference skills
  - Analysis skills
  - Locating information

WRITING
- Reporting techniques
- Letter writing
- Writing slogans
- Recording information
  - Charting
  - Diagramming
  - Listing
- Making booklets

SPEAKING
- Discussing shared experiences
- Interviewing
- Role-playing

LISTENING
- Noting and recalling details
- Following directions
- Critical thinking
- Listening to poetry and stories

HEALTH AND PHYSICAL EDUCATION

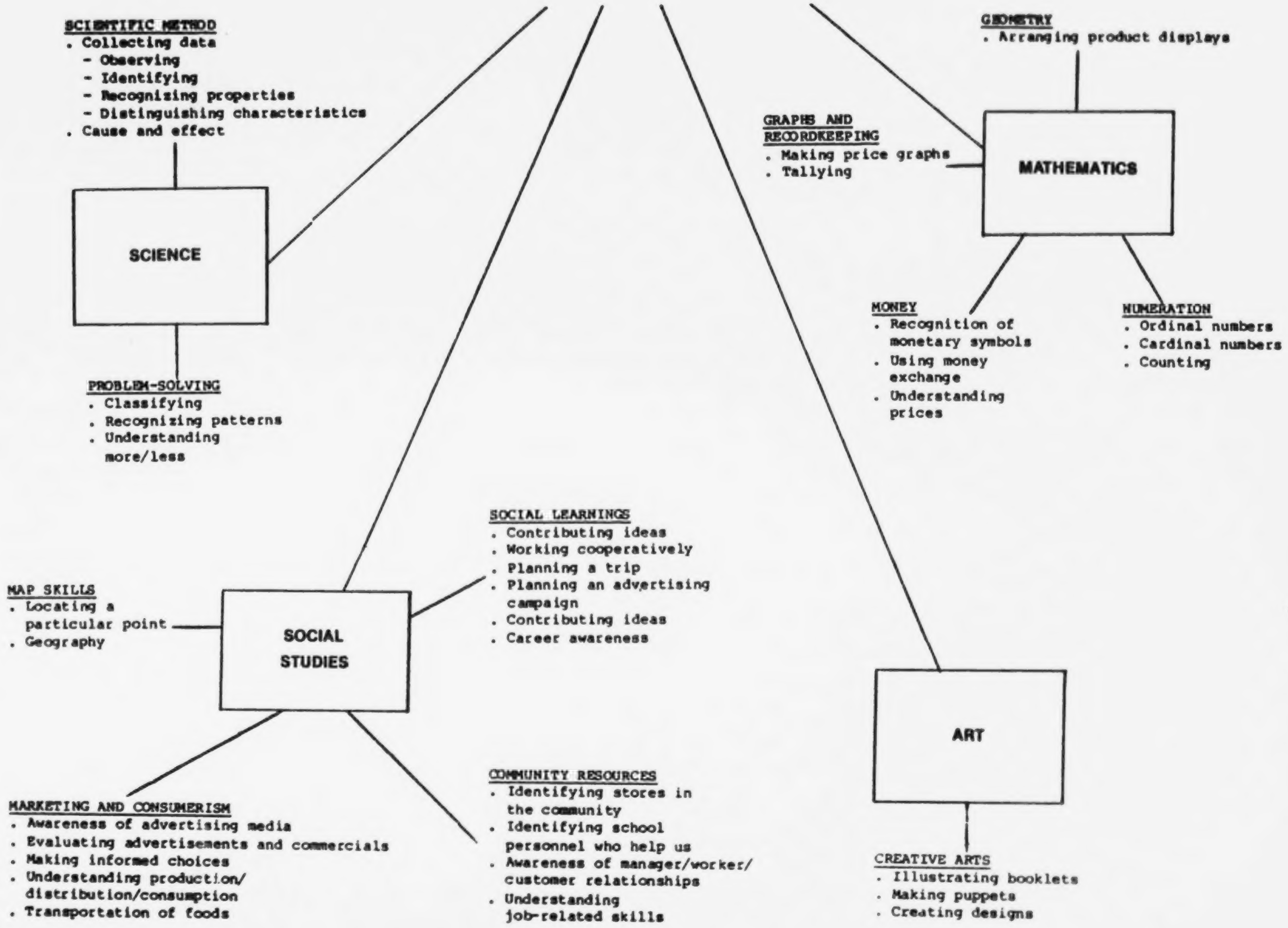
HEALTH EDUCATION
- Walking as exercise
- Understanding health needs

SAFETY
- Following trip safety rules
- Understanding positive group interaction

NUTRITION
- Kinds of foods
- Balanced diet
- Food sources

MUSIC

SONG WRITING
- Creating original jingles
- Listening to commercial and original jingles



SCIENCE

SCIENTIFIC METHOD
- Collecting data
  - Observing
  - Identifying
  - Recognizing properties
  - Distinguishing characteristics
- Cause and effect

PROBLEM-SOLVING
- Classifying
- Recognizing patterns
- Understanding more/less

MATHEMATICS

GEOMETRY
- Arranging product displays

GRAPHS AND RECORDKEEPING
- Making price graphs
- Tallying

MONEY
- Recognition of monetary symbols
- Using money exchange
- Understanding prices

NUMERATION
- Ordinal numbers
- Cardinal numbers
- Counting

SOCIAL STUDIES

MAP SKILLS
- Locating a particular point
- Geography

SOCIAL LEARNINGS
- Contributing ideas
- Working cooperatively
- Planning a trip
- Planning an advertising campaign
- Contributing ideas
- Career awareness

MARKETING AND CONSUMERISM
- Awareness of advertising media
- Evaluating advertisements and commercials
- Making informed choices
- Understanding production/distribution/consumption
- Transportation of foods

COMMUNITY RESOURCES
- Identifying stores in the community
- Identifying school personnel who help us
- Awareness of manager/worker/customer relationships
- Understanding job-related skills

ART

CREATIVE ARTS
- Illustrating booklets
- Making puppets
- Creating designs

THEME
Supermarket

LEARNING EXPERIENCE

Getting to Know the Supermarket

CONTENT AREA
Communication Arts/
Social Studies

CONCEPTS

- The supermarket sells a variety of products.
- The supermarket is organized into departments.
- The supermarket combines many different kinds of stores into one place.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: • learn about a supermarket's purpose, organization, and function. • identify and compare characteristics of small stores and supermarkets.	• Teacher and class plan trips to local supermarket and one or two small neighborhood stores. • While visiting small store(s), children will observe characteristics, such as organization, kinds of items sold, and number of helpers. • Using Trip Board, check off types of stores seen (Appendix A2). • While visiting supermarket, children will observe organization, helpers, and the various departments. • Using Trip Board, children draw or write products/names found in each department (Appendix A3). • Teacher and children organize Trip Board material through classroom discussion. • Department categories are listed on chalkboard or chart, and children contribute names of products to each category. • Floorplans (Appendix A4) of real or imaginary supermarket are distributed, and products will be drawn or posted in appropriate locations. • Children work in "department" committees using newspapers, magazines, and other materials; each committee prepares Product Booklet for class resource center.	1. How does your family decide where to shop? 2. If you shop for your family, what products do you usually buy? Why? 3. How are supermarkets and a small store the same? How are they different? 4. Why is the supermarket organized into various departments?	newspapers magazines scissors paste chart paper markers Trip Board materials: oaktag cardboard clothespins
MOTIVATION			**VOCABULARY**
• Teacher reads poem (Appendix A1) to discuss with class. • Teacher asks children to bring in newspapers. • Children look for various supermarket ads and plan shopping trip.			supermarket department product produce dairy customer cashier aisle freezer frozen foods section butcher manager entrance exit

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- discussing shared experiences
- recalling details
- learning new vocabulary
- following directions
- reporting techniques

Creative Arts:
- illustrating
- creating product booklets
- cutting and pasting

Health and Physical Education:
- following trip safety rules
- walking as exercise

Mathematics:
- classification
- patterns
- ordinal numbers
- cardinal numbers

Science:
- observing
- comparing
- collecting data

Social Studies:
- map skills
- contributing ideas
- working cooperatively in organized groups
- awareness of community resources
- locating a particular point on a map
- planning a group experience

FOLLOW-UP/HOMEWORK ACTIVITIES

- Make up a shopping list for your family. Explain why you chose these items.
- Bring empty food packages for classroom supermarket.
- Interview family/friends to determine favorite stores in which to shop.
- Prepare riddle describing a favorite food. ("You will find me in the produce department... I am round, I am red, I grow on a tree.")
- Match products to appropriate stores (Appendix A5).

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children locate and recognize various departments in a supermarket, and describe their functions?
- Can children identify small, local stores in the community where specific products can be purchased?
- Can children organize food products into categories, such as Pet Foods or Frozen Foods?

LANGUAGE EMPHASIS FOR THE LEP CHILD

buy
take
sell
bake
cut
weigh
clean

baker(y)
butcher(shop)
florist
cashier

fish market
drug store
supermarket
druggist

food names

- What can we buy in the (bakery)?
  - We can buy (food name).
- Where can we buy (food name)?
  - short answer In the (store name).
  - long answer We can buy (food name) in the (store name).
- Who helps us in the (store name)?
- Who (cuts the meat)?

THEME
Supermarket

LEARNING EXPERIENCE

Making Food Choices

CONTENT AREA
Communication Arts/
Health Education/
Science

CONCEPTS

- People have different food preferences.
- People need food to live.
- Foods have different nutritional values.
- Foods require appropriate methods of storage.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: • observe that people have different food likes and dislikes. • understand the value of a healthy diet. • learn about the five basic food groups. • understand why foods are stored in various ways.	• Teacher distributes Food Strips (Appendix A6). Children will draw or write 2 foods they like, 2 foods they don't like. • Teacher assists children in taping Food Strips to chart (see illustration). • Children observe and discuss varied food preferences of the class. • Teacher introduces concept of five basic food groups: Bread and Cereal; Milk and Cheese; Meat and Fish; Fruit and Vegetables; Fats and Sweets. • Class invites school dietitian to be interviewed and to answer prepared questions about nutritional requirements (Appendix A7). • Teacher assigns children in committees to Five Basic Food Groups for a research project. Assign each group 4 to 6 foods. They will investigate and find out how these foods are stored in supermarkets and at home. • One week later, children will report their findings to the class; they will bring in examples of packaging where possible. • After all reports have been completed, class will prepare Nutrition Newsletter for the grade.	1. Why do you like some foods better than others? 2. Explain why people should eat foods from all the food groups. 3. How are foods in the same group alike/different? 4. Why must some foods be stored in the refrigerator? Where else may food be stored? 5. What would happen if there were only one food in the world to eat?	chart paper felt markers paper strips for chart
MOTIVATION			**VOCABULARY**
• Teacher asks children to bring in snack. All snacks will be listed on chart or chalkboard, and children will discuss their favorites.			preference dislike basic newsletter diet nutrition dietitian balanced refrigeration packaging storage pantry/closet healthy interview investigate research

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- listening
- discussing
- critical thinking
- letter writing
- interviewing
- recording information
- research skills

Creative Arts:
- drawing
- illustrating

Health and Physical Education:
- kinds of food
- health habits
- balanced diet

Mathematics:
- comparing
- counting by twos

Science:
- distinguishing characteristics
- comparing
- food storage
- observing
- identifying
- classifying
- recognition of properties

Social Studies:
- school personnel help us
- group interaction
- working cooperatively
- contributing ideas
- sharing experiences

FOLLOW-UP/HOMEWORK ACTIVITIES

- Plan a Snack Swap Day, when children will exchange nutritious snacks.
- Committees will be formed to plan healthy menus for specific meals.
- Children will draw pictures of imaginary foods that they have created.
- Children collect favorite family recipes to place in class cookbook.
- Children write "thank you" letters to school dietitian.
- Children write to appropriate agencies, e.g., National Dairy Council.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children contribute questions for the school dietician and participate in the interview?
- Can children identify the five basic food groups?
- Can children organize foods into storage categories, such as refrigerator, freezer, pantry/closet?
- Do children understand that foods are packaged in different ways (cans, boxes, bottles)?

LANGUAGE EMPHASIS FOR THE LEP CHILD

freezer	dairy products
refrigerator	meat products
closet	food names to like better

- What foods do/don't you like?
- Do you like (food name)?
- Which do you like better, (food #1) or (food #2)?
- Where does milk/cheese/ice cream/yogurt come from?
- We call these "dairy products."
- Where do steaks/hamburgers come from?
- We call these "meat products."
- Where do apples/bananas come from?
- We call these "fruits."
- How can we keep foods?
- What can we put in the refrigerator/freezer/closet?

THEME
Supermarket

LEARNING EXPERIENCE

Which One Should I Buy?

CONTENT AREA
Social Studies/
Creative Arts/
Mathematics

CONCEPTS

- People need many kinds of products.
- People may want things they do not need.
- Information must be gathered from many sources to make wise consumer choices.

OBJECTIVES

The children will:

- understand the difference between needing and wanting.
- learn how advertising affects consumer choices.
- identify various resources available to the consumer.

MOTIVATION

- Teacher presents prerecorded jingles from television or radio commercials.
- Children listen and identify product brand names.
- Teacher asks children to sing or recite a favorite jingle.

PROCEDURE

- Teacher conducts brainstorming session: Products We Use.
- Suggestions are written on chalkboard or experience chart.
- Teacher guides class in categorizing responses: People Need; People Want.
- Children compare needs with wants.
- Children discuss the fact that people may want things they do not need.
- Teacher introduces concept of choice.
- Children prepare choice charts (Appendix A8).
- Children invent a new product to be sold. Teacher and children plan a campaign to sell the product.
- Class researches types of advertising, such as television commercials and magazine advertisements.
- Children design original labels, slogans, advertisements, and coupons for products to be sold (Appendix A9, A10, A11). Children price products and discuss $ and ¢ symbols.
- Neighboring classes are invited to view presentation and decide whether they wish to purchase product with play money.
- Children analyze success or failure of advertising campaign. Teacher and children discuss factors which influence people in making choices.

SUGGESTED TEACHER QUESTIONS

1. How do you and your family decide what to buy?
2. Does your family buy one brand name instead of another? Why?
3. Can you describe your favorite commercial? Why is it your favorite?
4. What do you think about before buying a product? (See poem for discussion. Appendix A12)
5. Can you tell about something which you bought but did not really need? Why did you buy it?
6. How can we help our families to become better consumers?

MATERIALS

crayons
paints
construction paper
glue or paste
oaktag
scissors
play money

VOCABULARY

brand name
jingle
slogan
price
save
consumer
coupon
commercial
logo
symbol
purchase
campaign
advertise
need
want
choice
label

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- listening
- discussing
- critical thinking
- research skills
- writing slogans
- thinking creatively

Creative Arts:
- illustrating labels
- designing ads
- creating coupons
- creating jingles

Health and Physical Education:
- understanding needs for good health

Mathematics:
- recognition of symbols, such as $, ¢
- using money exchange
- understanding more/less
- graphing
- understanding prices

Science:
- using observation skills
- distinguishing characteristics

Social Studies:
- awareness of advertising media
- evaluation of advertisements and commercials
- group planning process
- making informed choices

FOLLOW-UP/HOMEWORK ACTIVITIES

- Children collect product labels to make a collage.
- Children bring in coupons to trade at a class coupon exchange.
- Children assemble a scrapbook of logos and slogans identified in advertisements.
- Children chart item prices (more/less) and prepare a bar graph for comparison.
- Using play money, children exchange money values, such as 10 dimes = 1 dollar.
- Children create original product jingles for oral presentation.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children understand the difference between needing and wanting?
- Can children identify methods used to sell a product?
- Did children contribute ideas for new products and participate in the advertising campaign?
- Do children recognize the value of consumer education?

LANGUAGE EMPHASIS FOR THE LEP CHILD

want
shoes
socks
gloves

hat
coat
pants
food names

doll
bike
ball
radio

checkers
jump rope
toy(s)

- What do you want to eat?
  - short answer (Food name.)
  - long answer I want to eat (food name).
- What do you want to wear?
  - short answer (Clothing name.)
  - long answer I want to wear (clothing name).
- What do you want to play with?
  - short answer (Toy name.)
  - long answer I want to play with (toy name).

THEME

Supermarket

LEARNING EXPERIENCE

Filling the Shopping Cart

CONTENT AREA

Social Studies/
Mathematics

CONCEPTS

- Food products come from varied sources.
- Many forms of transportation are used to bring food products from near and far.
- Supermarkets are distributors for producers and consumers.

OBJECTIVES

The children will:

- understand that some plants and animals are sources of food.
- analyze methods used to transport food products.
- discover the relationship between producer/distributor/consumer.

MOTIVATION

- Teacher prepares a sample food-shopping list to present to children. Teacher and children analyze list. Children add names of foods to list, based on home shopping choices. (See Appendix A13.)

PROCEDURE

- Teacher and children develop a graph of shopping-list items. Children tally to determine products most commonly purchased. (Appendix A14.)
- Teacher introduces concept that most foods come from plant and animal sources.
- Children categorize foods by source--animal or vegetable.
- Teacher and children prepare a food map to identify the geographical area in which foods originate. (Appendix A15.)
- Children work in committees to investigate how foods travel from the farm to the supermarket.
- Based on committee work, teacher and children prepare a transportation flowchart to illustrate how products travel. (Appendix A16.)
- Through discussion, teacher and children determine that supermarkets are points of delivery for products.
- Children conclude that the supermarket is a distributor that buys products from the producer to sell to the consumer. (Appendix A17.)
- Teacher and children set product prices for producer/distributor/consumer. Teacher and children analyze product prices to determine whether product was sold in a profit, loss, or 'break even' situation. (Appendix A18.)

SUGGESTED TEACHER QUESTIONS

1. How are plants used to supply food?
2. How are animals used to supply food? Can you tell about animal products that are used as food?
3. Describe 3 types of transportation used to deliver food products. When would you use each one?
4. How does the supermarket decide which products should be available for purchase?
5. Can you identify the methods the consumer would use to plan food purchases?
6. What would happen if there were only one supermarket in which to shop?

MATERIALS

chart paper
graph paper
magazines
newspapers
supermarket flyers
map of U.S.
markers
scissors
paste

VOCABULARY

transportation
graph
product
producer
consumer
distributor
truck
airplane
ship
railroad
profit
loss
'break even'
shopping list
delivery
animal
plant
tally

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- analysis
- inference
- planning
- charting
- diagramming
- listing

Creative Arts:
- representational drawings
- detailing

Health and Physical Education:
- food sources
- pathways

Mathematics:
- graphing
- categorizing
- computation
- tallying
- comparing prices

Science:
- observation
- collecting data
- cause and effect

Social Studies:
- map skills
- methods of transportation
- geography
- locating places on the map
- production, distribution, and consumption

FOLLOW-UP/HOMEWORK ACTIVITIES

- . Children create a class food budget and "spend" their food dollars.
- . Children will list and find the city of origin of six food products in their homes.
- . Children create a new form of transportation to bring their products to market.
- . Children role-play the producer/distributor/consumer situation in terms of setting prices for products.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children understand that food comes from both plants and animals?
- Can children identify forms of transportation used to deliver food products?
- Do children recognize that supermarkets are distributors for producers and consumers?
- Are children aware that supermarkets are in business to make a profit?

LANGUAGE EMPHASIS FOR THE LEP CHILD

lettuce
celery
carrots
potatoes
bok choy
yucca
broccoli
lima beans
it
they
truck
ship
railroad
airplane

. Where does lettuce/celery/bok choy/yucca/broccoli come from?
  - short answer The ground.
  - long answer It comes from the ground.

. Where do potatoes/carrots/lima beans come from?
  - short answer From the ground.
  - long answer They come from the ground.

. We call these "vegetables."

. Vegetables are plants. They grow in the ground.

. How does food come to New York?
  - short answer By truck/railroad/airplane/ship.
  - long answer It comes by (truck).

THEME
Supermarket

LEARNING EXPERIENCE

Lots of Work to Do

CONTENT AREA
Social Studies/
Communication Arts

CONCEPTS

- It takes many workers to operate a supermarket.
- Every worker is responsible for a specific task.
- Every worker must practice courteous behavior.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: • discover the relationship between manager and worker. • understand that supermarket jobs require varied skills. • realize that good manners are important everywhere.	• Teacher leads class discussion in which children recall and describe visits they have made to the supermarket. • Teacher asks children to describe work activities they have observed in the supermarket. • Teacher lists types of work activities on board or chart. Children discuss titles for job descriptions, such as manager, cashier, stock person, and note that both men and women can hold these jobs. • Children complete a booklet of supermarket workers (Appendix A19). • Teacher sets up role-play situations; children make puppets to represent various supermarket workers (Appendix A20). Using puppets, situations are acted out, such as returning an item, locating an item, helping a lost child. • Teacher guides children in observing the importance of courteous behaviof in all situations. • Teacher and children cooperate in compiling a chart of polite expressions to be displayed in the classroom (Appendix A21).	1. Which supermarket job would you most like to do? Tell why. 2. How does the general manager make sure that all the workers are doing their jobs? 3. If you were the general manager, how would you choose the best person for each job? 4. How does it make you feel when people are polite and friendly? How does it make you feel when people are rude and unfriendly?	chart paper markers paper plates wooden sticks socks oaktag felt wool
MOTIVATION			**VOCABULARY**
• Teacher asks children to identify classmates who are assigned classroom jobs, such as office monitors. Children are asked to describe the jobs that they perform.			manager worker job general manager produce manager cashier stock person customer courtesy good manners polite rude friendly

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- locating information
- listening
- discussing
- sharing experiences
- writing in booklets
- listing

Creative Arts:
- role playing
- preparing and completing booklets

Health and Physical Education:
- learning positive interactive behaviors

Mathematics:
- geometric arrangements

Science:
- recording information

Social Studies:
- awareness of manager/worker/customer relationship
- understanding job-related skills
- career awareness

FOLLOW-UP/HOMEWORK ACTIVITIES

- Children are provided with individual squares or rectangles of paper on which they draw attractive package designs. On floor or large oaktag chart, children place shapes to form geometric arrangements, similar to those seen in supermarkets.
- Children research jobs in the school, e.g., principal, secretary, custodian.
- Children explore common expressions related to good manners, such as "Courtesy Is Contagious."

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children recognize that there are many daily jobs to be done in a supermarket?
- If a job is described, can children name the appropriate worker?
- Do children understand the role the manager plays in assigning responsibilities to the supermarket workers?
- Do children understand why good manners are helpful everywhere?

LANGUAGE EMPHASIS FOR THE LEP CHILD

oven
knife
scissors
broom
scale
eyedropper
chalk
mop
bell
pointer
telephone
typewriter
manager
druggist
secretary
teacher
custodian
principal

- What does a (cashier) do?
  - short answer (Takes money/makes change.)
  - long answer (A cashier takes money/makes change.)
- What does a (cashier) use?
  - short answer (A cash register.)
  - long answer (A cashier) uses a (cash register).
- Where does a (druggist) work?
  - short answer (In a drugstore.)
  - long answer A druggist works in a (drugstore).
- Who runs the (school)?
  - short answer (The principal.)
  - long answer The (principal) runs the (school).

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive:	To identify appropriate ingredients for a fruit salad. To prepare a fruit salad.
Linguistic:	To use imperative verb forms.

Vocabulary:

wash, peel, open, slice, pits, seeds

Materials:

apples, bananas, oranges, raisins, bowl, serving spoon, cutting board, paring knife for teacher's use, table knives for children's use, small paper bowls, plastic forks

Procedure:

- Inform the class that they will make a fruit salad.
- Follow the TPR procedures. (See "Introduction.")
- Say and demonstrate, "Wash the apple."
- Direct individual children to "Wash the apple."
- Allow students who are able to to direct other students.
- Repeat above steps for the following directions:

"Peel the banana."
"Peel the orange."
"Open the box of raisins."
"Slice the apple."
"Remove the seeds."
"Slice the orange."
"Remove the pits."
"Slice the banana."
"Put the pieces of fruit in the bowl."
"Add the raisins."
"Mix the fruit."

Follow-Up:

- Write an experience chart dictated by the children. Title it "How to Make Fruit Salad."
- Have children complete the related activity sheets: "Fruit Salad" (Appendix A22) and "How to Make Fruit Salad" (Appendix A23).

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive: To identify denominations of American currency.
To make change.
Linguistic: To use the phrases "how much," "how many," "there are."

Vocabulary:

pennies, nickles, dimes, quarters, dollars, etc.

Materials:

three kinds of cookies, play money

Procedure:

- Display cookies and elicit the response, "We buy cookies in the supermarket." Ask, "What do we need to buy things?"
- Display play money. Allow children who are able to to name the different denominations.
- Distribute play money to children.
- Say, "Show me a (penny)."
  - Childen display coins and bills accordingly.
- Ask, "How many (pennies) are there in a (nickle)?"
  - "There are (number of) ____________s in a __________________."
- Demonstrate making change. Say, "Please give me change of a ___________."
- Direct children to make change with partners.

Follow-Up:

- Display all three kinds of cookies again. Have children determine the prices of the cookies. Ask, "How much do (chocolate chip) cookies cost?
- Have children take turns buying and selling cookies.

ENVIRONMENT

RATIONALE

Children have a natural curiosity which responds to everything surrounding them. They are eager to investigate varied stimuli through the five senses. This theme will encourage further exploration of the environment and its characteristics.

Through investigative experiences presented in this theme, children will perceive the interaction of the individual with the environment. Skills in curriculum areas, such as science and mathematics, will be enhanced, and children will develop increased understanding of the world around them.

Natural Environmental changes allow for ongoing observation and analysis throughout the school year.

READING
- Expanding vocabulary
- Categorizing
- Collecting information
- Sequencing
- Appreciating literature
- Making inferences

SPEAKING/LISTENING
- Sharing experiences
- Sharing ideas
- Discussing
- Collecting information
- Verbalizing ideas
- Interviewing and reporting
- Listening to poetry
- Analyzing song lyrics
- Enjoying language play

COMMUNICATION ARTS

WRITING
- Listing
- Recording information
- Reporting
- Writing in booklets

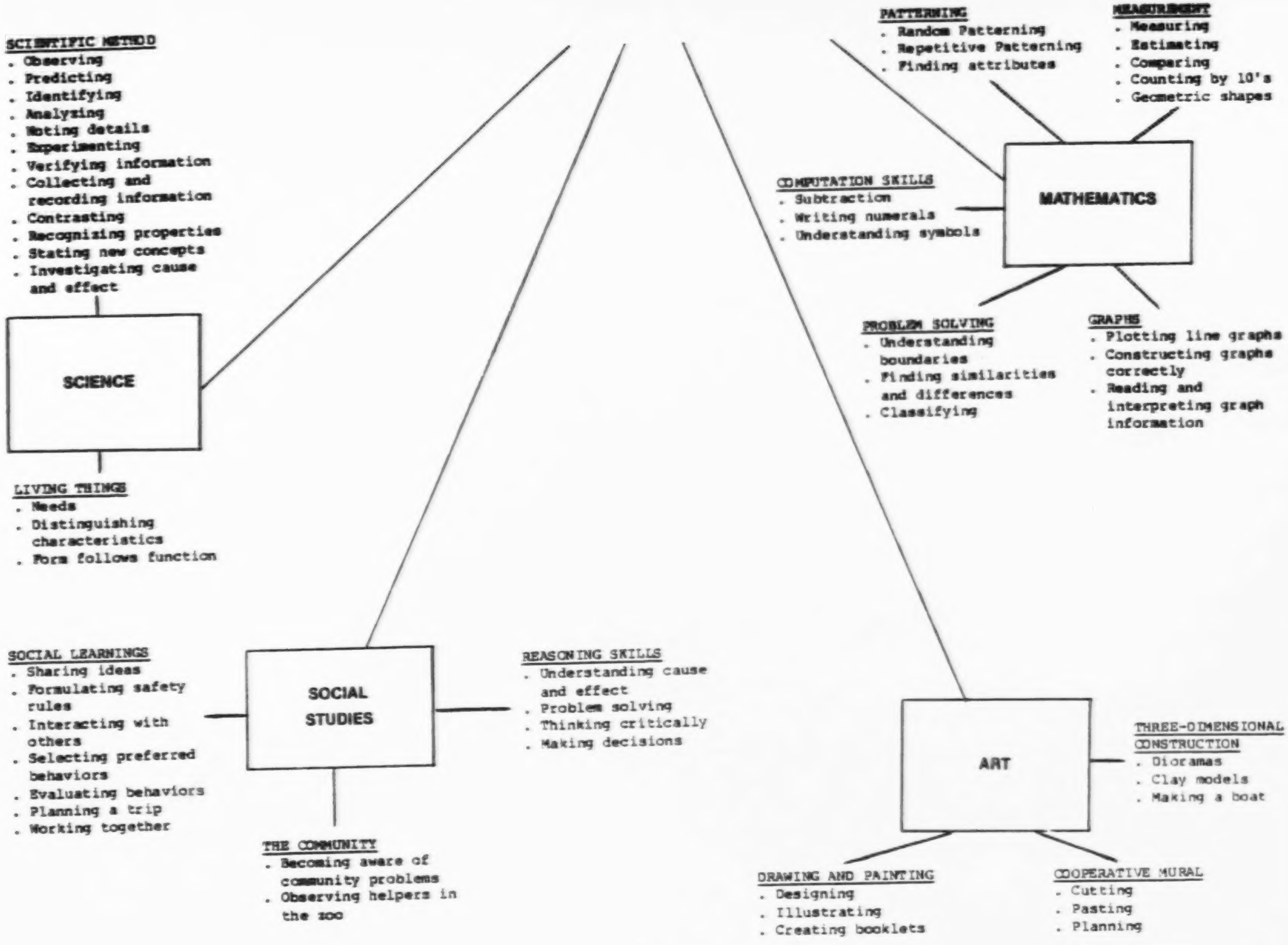
HEALTH AND SAFETY
- Needs of living things
- Comparing physical characteristics
- Noting mental and physical problems caused by pollution
- Following safety rules
- Evaluating effects of weather conditions on people

HEALTH AND PHYSICAL EDUCATION

GROSS MOTOR ACTIVITIES
- Utilizing general space
- Utilizing body parts creatively
- Understanding body language
- Communicating through movement
- Walking through the neighborhood

MUSIC

SONG PLAY
- Interpreting songs with body movements
- Learning new songs
- Dramatizing songs



SCIENCE

SCIENTIFIC METHOD
- Observing
- Predicting
- Identifying
- Analyzing
- Noting details
- Experimenting
- Verifying information
- Collecting and recording information
- Contrasting
- Recognizing properties
- Stating new concepts
- Investigating cause and effect

LIVING THINGS
- Needs
- Distinguishing characteristics
- Form follows function

MATHEMATICS

PATTERNING
- Random Patterning
- Repetitive Patterning
- Finding attributes

MEASUREMENT
- Measuring
- Estimating
- Comparing
- Counting by 10's
- Geometric shapes

COMPUTATION SKILLS
- Subtraction
- Writing numerals
- Understanding symbols

PROBLEM SOLVING
- Understanding boundaries
- Finding similarities and differences
- Classifying

GRAPHS
- Plotting line graphs
- Constructing graphs correctly
- Reading and interpreting graph information

SOCIAL STUDIES

SOCIAL LEARNINGS
- Sharing ideas
- Formulating safety rules
- Interacting with others
- Selecting preferred behaviors
- Evaluating behaviors
- Planning a trip
- Working together

REASONING SKILLS
- Understanding cause and effect
- Problem solving
- Thinking critically
- Making decisions

THE COMMUNITY
- Becoming aware of community problems
- Observing helpers in the zoo

ART

THREE-DIMENSIONAL CONSTRUCTION
- Dioramas
- Clay models
- Making a boat

DRAWING AND PAINTING
- Designing
- Illustrating
- Creating booklets

COOPERATIVE MURAL
- Cutting
- Pasting
- Planning

THEME

Environment

LEARNING EXPERIENCE

The Environment and Me

CONTENT AREA

Science/
Social Studies

CONCEPTS

- The environment is everything that surrounds us.
- The environment can be safe or dangerous.
- People make rules to protect themselves.

OBJECTIVES

The children will:

- realize that we perceive the environment through the senses.
- develop increased awareness of the environment.
- understand the need to follow rules.

MOTIVATION

- Teacher asks children to tell some things that were seen or heard on the way to school, lists items on board, and circles them. Teacher labels circle ENVIRONMENT and defines it as everything that surrounds us.
- Next, teacher and children focus on classroom surroundings.

PROCEDURE

- Teacher elicits from children that looking and listening are ways of learning about the environment.
- Teacher arranges special visit to school yard. Children observe building environment as they proceed through school.
- Using the same techniques as in classroom, children focus on school yard environment and become aware of safe and unsafe conditions.
- Teacher and children participate in classroom discussion on safe and unsafe environmental factors, such as holes in the sidewalk and broken glass.
- Teacher and children develop cooperative list of safety rules to be posted in classroom (Appendix B1).
- Children draw pictures of objects they have observed in indoor and outdoor environments.
- Children cut and paste pictures to develop Indoor/Outdoor class mural (Appendix B2).

SUGGESTED TEACHER QUESTIONS

1. How do our eyes and ears help us to learn about our environment?
2. What would you do if you saw broken glass in the schoolyard?
3. Why is it important to have rules?
4. Do you prefer the indoor or outdoor environment? Tell why.

MATERIALS

crayons
drawing paper
scissors
paste
chart paper
markers

VOCABULARY

environment
safe
unsafe
dangerous
indoor
outdoor
rules
observe
mural
school yard

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- listing
- sharing experiences
- reading

Creative Arts:
- drawing
- cutting
- pasting

Health and Physical Education:
- following safety rules
- utilizing general space

Mathematics:
- understanding boundaries

Science:
- observing
- categorizing
- listening
- noting details
- identifying sounds

Social Studies:
- safety awareness
- contributing ideas
- problem solving
- interacting with others
- planning
- formulating safety rules

FOLLOW-UP/HOMEWORK ACTIVITIES

- Children write and illustrate stories about one or more safety rules.
- Children make lists of items in their home environment.
- Children count sets of objects in their indoor/outdoor environments, e.g., doors, windows, fire hydrants.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children able to identify details in the indoor/outdoor environment?
- Do children understand the difference between safe and unsafe conditions.
- Do children observe and follow class safety rules?

LANGUAGE EMPHASIS FOR THE LEP CHILD

paper
cars
chalk
birds
honking
rustling
squeaking
chirping
knocking
scraping
swaying
flying
rolling
waving

- What can we hear in the classroom?
  - short answer (Paper.)
  - long answer We hear (paper rustling).
- What can we hear outside?
  - short answer (Cars.)
  - long answer We hear (cars honking).
- What can we see in the classroom?
  - short answer (Chairs.)
  - long answer We see (chairs).
- What can we see outside?
  - short answer (Trees.)
  - long answer We see (trees).

THEME
Environment

LEARNING EXPERIENCE

Patterns in the Environment

CONTENT AREA
Science/Communication Arts

CONCEPTS

- Repetitive and random patterns are found in the environment.
- Some patterns are unique.
- Patterns can be useful.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: • locate patterns in the environment. • identify unique patterns. • learn that patterns can teach us things. **MOTIVATION** • Teacher distributes "Mystery Picture" (Appendix B3). • Children try to identify what is in the picture, and offer suggestions. • Teacher will identify picture as spider's web or cobweb, and will display picture of spider (Appendix B4).	• Teacher elicits from class that there are patterns in the spider's web. • Teacher explains that a spider is an arachnid, not an insect, because it has eight legs and not six. • Each child is asked to bring in two leaves, preferably from different sources. • Children will examine and compare the patterns of veins in the leaves, noting that some are random and some are repetitive. • Children will make leaf rubbings (Appendix B5). • Using a stamp pad and plain white paper, teacher will assist children in making thumbprints. • Children will note patterns that appear on the thumbprints. • Class chooses several "detectives" to visit the science teacher or librarian. They will receive assistance in finding out how patterns are useful, to spiders, leaves, and people. (Teacher has arranged visit.) • "Detectives" report their findings to class, explaining that people's fingerprints aid in locating lost children, because fingerprints are unique; the veins of leaves carry nutrients from the soil; the web catches the spider's food. • Children create original designs, using thumbprints and art materials.	1. Which would you prefer to be, a spider or a fly? Tell why. 2. If you were a spider, why would you spin a web? 3. If you were an insect, why would you fly into a spider's web? 4. How do fingerprints help to identify lost children? 5. In what ways are leaves the same? How are they different?	stamp pad white paper crayons felt markers paint **VOCABULARY** pattern unique random repetitive web snare cobweb arachnid thumbprints fingerprints detective nutrients mystery

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- comparing
- verbalizing ideas
- expanding vocabulary
- collecting information
- interviewing
- reporting

Creative Arts:
- designing
- illustrating
- drawing
- painting

Health and Physical Education:
- needs of living things
- comparing physical characteristics

Mathematics:
- random and repetitive patterning
- describing attributes

Science:
- observing
- investigating
- noting details
- recognizing properties
- experimenting
- evaluating information
- contrasting
- examining

Social Studies:
- sharing ideas

FOLLOW-UP/HOMEWORK ACTIVITIES

- Teacher and children collect cobwebs by spraying with hairspray and mounting on black paper. Children examine spider webs with magnifying glasses and draw webs of their own.
- Teacher and children investigate mythological story of Arachne, a girl who was turned into a spider. Children draw pictures to illustrate myth.
- Children play game, "Help the Fly Escape" (Appendix B6).

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children identify other environmental patterns - tree bark, turtle's shell?
- Do children understand that patterns can have a purpose?
- Do children recognize the value of certain unique patterns, such as fingerprints and footprints?
- Can children describe the difference between random and repetitive patterns?

LANGUAGE EMPHASIS FOR THE LEP CHILD

bee
caterpillar
ant
spider
mite
scorpion
insects
arachnids
honey
webs
part
legs
antennas

- Describe a (bee).
  - A (bee) has (six legs).
- We call these "insects."
- Describe a (spider).
  - A (spider) has (8 legs).
- We call these "arachnids."
- What does a spider eat?
  - Insects.
- What does a bee eat?
  - Honey.
- How do they get their food?
  - Catch it in webs/make it.

THEME
Environment

LEARNING EXPERIENCE

The Environment and Living Creatures

CONTENT AREA
Science/
Social Studies

CONCEPTS

- Living creatures are part of the environment.
- All living creatures have needs.
- The environment helps living creatures to survive.

OBJECTIVES

The children will:

- be able to describe the characteristics of living creatures.
- understand basic needs of living creatures, such as food and shelter.
- become aware that certain creatures need special environments, or habitats, to enable them to survive.

MOTIVATION

- Teacher introduces song "Talk To The Animals" (Appendix B7). Discussion of lyrics follows, with children identifying many of the creatures found in the song. Children will understand that these are living things in the environment.

PROCEDURE

- Class discusses characteristics and needs of living creatures, such as moving, eating, and breathing.
- Teacher and class plan trip to zoo to observe actual living creatures. If possible, they should be displayed in natural habitats. (If not, teacher and class will read explanatory material provided by zoo at site.)
- Children will be asked to observe specific things on the trip, such as creatures' movements, habitats, feeding habits, and sounds. Upon returning to classroom, observations will be shared and recorded on chart (Appendix B8).
- Children will plan and create "Environment Boxes," dioramas depicting appropriate habitats for creatures they have chosen. These will be displayed in the classroom for reference and discussion.
- Teacher reads poem, "Jump or Jiggle" (Appendix B9).
- Children take turns acting out the movements of creatures in the poem or in their "Environment Boxes."

SUGGESTED TEACHER QUESTIONS

1. Which would you rather be, a creature that slithers, walks, crawls, or flies? Why?
2. How would you survive if you were a bird? A snake? A caterpillar?
3. How do we know that a duck is a living creature, and a chair is not?
4. How do you think animals communicate with each other?
5. If you were a zookeeper, what would you need to know in order to take care of the animals?

MATERIALS

boxes
felt scraps
paper
crayons
paste
scissors
felt markers
paints
clay

VOCABULARY

habitat
creature
survive
slither
crawl
breathe
living
shelter
stalk
bounce
pounce
slide
glide
clop
wiggle
jiggle

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- recording information
- writing in booklets
- listening to poetry
- analyzing song lyrics
- generalizing

Creative Arts:
- singing
- dramatizing
- constructing dioramas
- creating booklets
- making clay models

Health and Physical Education:
- using body creatively
- communicating through movement

Mathematics:
- making comparisons
- finding similarities and differences

Science:
- making choices
- classifying behaviors
- noting details
- understanding needs of living things
- distinguishing characteristics
- form follows function

Social Studies:
- evaluating behaviors
- observing helpers in the zoo
- working cooperatively on group projects

FOLLOW-UP/HOMEWORK ACTIVITIES

. Children make "Pet Booklets," describing characteristics of real or imaginary pets.

. Children make models of real and imaginary creatures, using clay if available. If not, class can make play clay (Appendix B10).

. Children compile class scrapbook, called "Creatures in the News." It will contain articles from newspapers and magazines.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children identify and describe characteristics and needs of living creatures?
- Do children understand that living creatures help to form the environment?
- Do children recognize similarities and differences among living creatures?
- Are children able to utlilize and apply information in class projects and reports?

LANGUAGE EMPHASIS FOR THE LEP CHILD

monkey
elephant
eagle
bird

alligator
fish
python
snake

jungle
to fly
to live

to walk
to slither

. Which animals live in water?
- short answer (Alligators.)
- long answer (Alligators) live in water.

. Which animals live in trees?
- short answer (Eagles.)
- long answer (Eagles) live in trees.

. Which animals live in the jungle?
- short answer (Elephants.)
- long answer (Elephants) live in the jungle.

. Which animals fly?
- short answer (Birds.)
- long answer (Birds) fly.

. Which animals walk?
- short answer (Elephants.)
- long answer (Elephants) walk.

. Which animals slither?
- short answer (Snakes.)
- long answer (Snakes) slither.

THEME
Environment

LEARNING EXPERIENCE

The Solution to Pollution

CONTENT AREA
Social Studies/
Communication Arts

CONCEPTS

- Pollution comes in many forms.
- Pollution damages the environment.
- Pollution can be controlled by people.

OBJECTIVES

The children will:

- be able to identify forms of pollution.
- notice environmental changes caused by pollution.
- understand what they can do to control pollution

MOTIVATION

Teacher reads poem, "I Won't Hatch" (Appendix B11) and discusses meaning with children. Children plan an investigation as to why the chick does not want to hatch.

PROCEDURE

- Teacher and children identify and analyze the word pollution. The meaning is extended to include various forms of pollution, such as smoke, litter, loud noises, and graffiti.
- Teacher and children plan and go on neighborhood walk to look for signs of pollution.
- In the classroom, teacher and children compile chart about pollution (Appendix B12). Children discuss ways to solve pollution problems.
- Children use information recorded on chart to speculate as to whether chick should or should not hatch.
- Children use worksheet (see Appendix B13) to create booklets which reflect individual decisions about chick. Children choose order of pictures, and write explanatory story to be shared with class.

SUGGESTED TEACHER QUESTIONS

1. If you had three wishes, how would you clean up pollution?
2. What kinds of advice would you give the baby chick?
3. Which forms of pollution do you feel are the most damaging? Why?
4. How does pollution affect the way people feel?

MATERIALS

chart paper
felt markers
scissors
paste
crayons

VOCABULARY

pollution
cackle
roar
hatch
litter
graffiti
problem
reason
effect

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- collecting and recording information
- writing
- sequencing
- appreciating poetry
- listening

Creative Arts:
- creating booklets
- cutting and pasting

Health and Physical Education:
- walking through the neighborhood
- spatial awareness
- noting mental and physical problems caused by pollution

Mathematics:
- classifying

Science:
- observing
- predicting
- identifying

Social Studies:
- understanding cause and effect
- problem solving
- evaluating and selecting preferred behaviors
- thinking critically
- planning
- becoming aware of community problems
- working together
- making decisions

FOLLOW-UP/HOMEWORK ACTIVITIES

. Children invite custodian for visit to explain pollution problems within the school.

. Children list physical and mental effects of pollution, such as headaches and coughs, on themselves and their families.

. Children design anti-pollution posters to be displayed in classroom and school.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children recognize various forms of pollution?
- Are the children aware of the effects of pollution on the environment?
- Do the children understand that people can take steps to control pollution?

LANGUAGE EMPHASIS FOR THE LEP CHILD

river
lake
ocean
salty
exhaust
factory
smoke
smokestack
chimney
pollution
unhealthy

. Where do we find water?
  - short answer In the sink/river/ocean/lake.
  - long answer We find water in the (sink).

. What water is not good to drink?
  - short answer Dirty/salty water.
  - long answer (Dirty) water is not good to drink.

. Dirty water has pollution.

. What can we see/smell in the air?
  - short answer Smoke/dirt/car exhaust.
  - long answer We see/smell (smoke) in the air.

. Where do these things come from?
  - short answer Chimneys/factories/cars/smokestacks.
  - long answer They come from (chimneys).
(Smoke) comes from (chimneys).

. These things make the air dirty.

. Dirty air has pollution. Pollution is unhealthy.

THEME
Environment

LEARNING EXPERIENCE

All Kinds of Weather

CONTENT AREA
Mathematics/Science

CONCEPTS

- Weather can be predicted.
- Weather conditions can change from day to day.
- Some weather conditions can be a source of energy.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: - understand how weather is forecast. - identify various weather conditions. - become aware of energy sources in the environment.	- Teacher and children discuss ways in which weather can be predicted, such as through weather satellites and special instruments. - Teacher and children maintain a weekly prediction chart (Appendix B14). Children will take turns being "Daily Weather Reporter." - Using graph paper, children plot temperature highs and lows for each day listed on prediction chart (Appendix B15, B16). - Teacher will assist children in estimating closest point in plotting the graphs. - As daily forecasts are recorded, children will identify and discuss various weather conditions. - To understand that weather conditions can be a source of energy, children will make boats to sail in a basin of water (Appendix B17). Children create wind by different methods (blowing, and waving hands) to make boats move. - Teacher and children observe how solar energy helps change a jar of water and tea bags into tea (Appendix B18). Class enjoys solar tea party.	1. If you were going to plan a picnic for tomorrow, how could you find out what the weather might be? 2. What kind of weather is your favorite? Why? 3. Which weather conditions can be harmful? Which weather conditions can be helpful? 4. How would you feel if the weather stayed exactly the same? Why do we need all kinds of weather?	tea bags jar paper chart paper felt markers milk containers play clay straws/coffee stirrers/wood slats paper triangles
MOTIVATION			**VOCABULARY**
- Teacher asks children to listen to radio or television weather forecasts. Children compare weather forecasts to determine similarities and differences in predictions. Teacher lists weather predictions on board. At end of day, teacher and children evaluate accuracy of predictions.			forecast predictions accurate reporter weather harmful helpful energy solar sleet hail

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- reporting
- contributing ideas
- making inferences

Creative Arts:
- making boats

Health and Physical Education:
- evaluating effects of weather conditions on people

Mathematics:
- graphing
- subtraction
- geometry
- writing numerals
- understanding symbols
- measuring
- estimating
- comparing
- counting by 10's

Science:
- evaluating results
- making choices
- collecting and recording information
- investigating cause and effect
- observing
- verifying information
- experimenting

Social Studies:
- thinking critically

FOLLOW-UP/HOMEWORK ACTIVITIES

. Children record high and low daily temperatures on chart (Appendix B19). They will use subtraction to determine temperature variation for each day.

. Children investigate sources of energy and reasons for conservation of energy. They will prepare booklets and reports to be shared. Children can complete activity sheet on water conservation (Appendix B20).

. Children research books and poems about weather to be placed in class "Weather Library."

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children explain how to utilize weather predictions?
- Are the children aware of changing weather conditions?
- Do the children understand that some weather conditions can provide energy?

LANGUAGE EMPHASIS FOR THE LEP CHILD

. What's the temperature today?
- short answer ____ degrees.
- long answer The temperature is _____ degrees today.

. What was the temperature yesterday?
- short answer ____ degrees.
- long answer The temperature was _____ degrees yesterday.

. Was Wednesday warmer/cooler than Tuesday?
- short answer Yes/No.
- long answer Yes, Wednesday was warmer/cooler than Tuesday. No, Wednesday was not warmer/cooler than Tuesday.

. Which day was warmer/cooler?
- short answer Tuesday/Wednesday.
- long answer Tuesday/Wednesday was warmer/cooler.

. Was Wednesday warmer or cooler than Tuesday?
- short answer Cooler/Warmer.
- long answer Wednesday was cooler/warmer than Tuesday.

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive: To distinguish between things we see indoors and things we see outdoors.
To distinguish between things we hear indoors and things we hear outdoors.
To develop the concept of environment.

Linguistic: To use the interrogative "which."

Vocabulary:

indoors, outdoors, sounds, screech, whine, chirp, honk, rustle, squeak, knock, scrape

Materials:

chart paper, markers, crayons, drawing paper, scissors, paste

Procedure:

- After the whole class has discussed the environment, invite the second language learners to look out the window and name the things they see outdoors.
- List the items as the children name them. Ask, "Which of these things can you hear?"
- Mark the items that make sounds. Say, "These things make sounds."
- Direct the children to imitate the sounds made by each item.
- Provide the names of the sounds (squeak, etc.).
- Repeat the above procedure for things you see/hear indoors in the classroom.
- Elicit titles for each list. Ask, "Where do we find these things?" Title the lists, "Things We Find Indoors" and "Things We Find Outdoors."
- Draw a circle around the two lists. Say, "This is our environment. Our environment is everything around us."
- Label the circle "Our Environment."

Follow-Up:

- Children draw or cut out pictures of the items discussed and make books entitled, "The Ear Book" and "The Eye Book."

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive: To distinguish patterns.
To identify similarities and differences.

Linguistic: To use possessives.
To use the interrogatives "whose" and "how."
To use nouns as possessive adjectives and possessive pronouns (e.g., "Clara's book, "Clara's").

Materials:

fingerprints of children identified by number, samples of fingerprints on overhead projector transparencies

Procedure:

- Have children examine and describe their own fingerprints: "It has circles." "It has lines." "It has curves." "It has wrinkles."
- Have children compare their own fingerprints with those of other children. Ask, "Are they the same?" "How are they the same?" "Are they different?" "How are they different?"
- Collect, shuffle, and hand out fingerprints. Say, "Guess whose fingerprints you have."
- Children say, "(Raphael's)," "I have (Raphael's)."
- Say, "Yes, you do," or "No, you don't. They're __________'s. You have _________'s fingerprints."
- Ask, "Who thinks all fingerprints are the same?" "Who thinks they're different?" "How can we find out?"
- Compare two fingerprints on transparencies. Then place one on top of the other on an overhead projector or a white background. Guide the children to notice that no two match because the patterns are different.
- Review what children did and what they discovered. Discuss how we can use fingerprints and how patterns help us.
- Have children dictate an experience chart. Elicit appropriate titles.

Follow-Up:

- Children label their own work with fingerprints.
- Children make designs from fingerprints.

LIBRARY

RATIONALE

Effective programs stimulate children to consult a great variety of books and other reference materials. Children need to be introduced to the library and taught how to use books to obtain information before they can avail themselves of the books, magazines, pictures, pamphlets, dictionaries, encyclopedias, and other sources of information which the well organized library provides.

The Library theme gives children a basic orientation to the library and its organization. Children are then guided through some of the doors the library can open.

The lesson on "Finding the Book We Want" is an introduction to basic library skills in locating books. This lesson is followed by "Reading Pictures," which draws attention to the wonders of books and their illustrations.

The folk tales in "Our Ethnic Heritage" were originally used to teach lessons and were passed by word of mouth from one generation to another. The universality of these themes is what the teacher/storyteller can draw upon to develop an awareness of the similarities of all peoples of the world.

"Flying Along" introduces the children to the world of nonfiction and the tremendous resource it holds. Finally, "Making Books" allows the children to discover and develop their own creative ability.

The second grade teacher will appreciate the opportunities for brainstorming, problem-solving, and creativity. This theme should begin in the fall. It is designed to last a period of weeks and then become an ongoing process.

COMMUNICATION ARTS

Reading
- locating and using information in books
- noting word/picture relationships
- reading prose and poetry
- comparing different settings, characters, and locations
- learning new vocabulary

Drama
- role playing
- dramatizing stories
- expressing emotions

Speaking
- discussing and sharing thoughts
- interviewing people for information
- reporting results of interviews
- describing personal experiences
- expressing ideas
- choral speaking

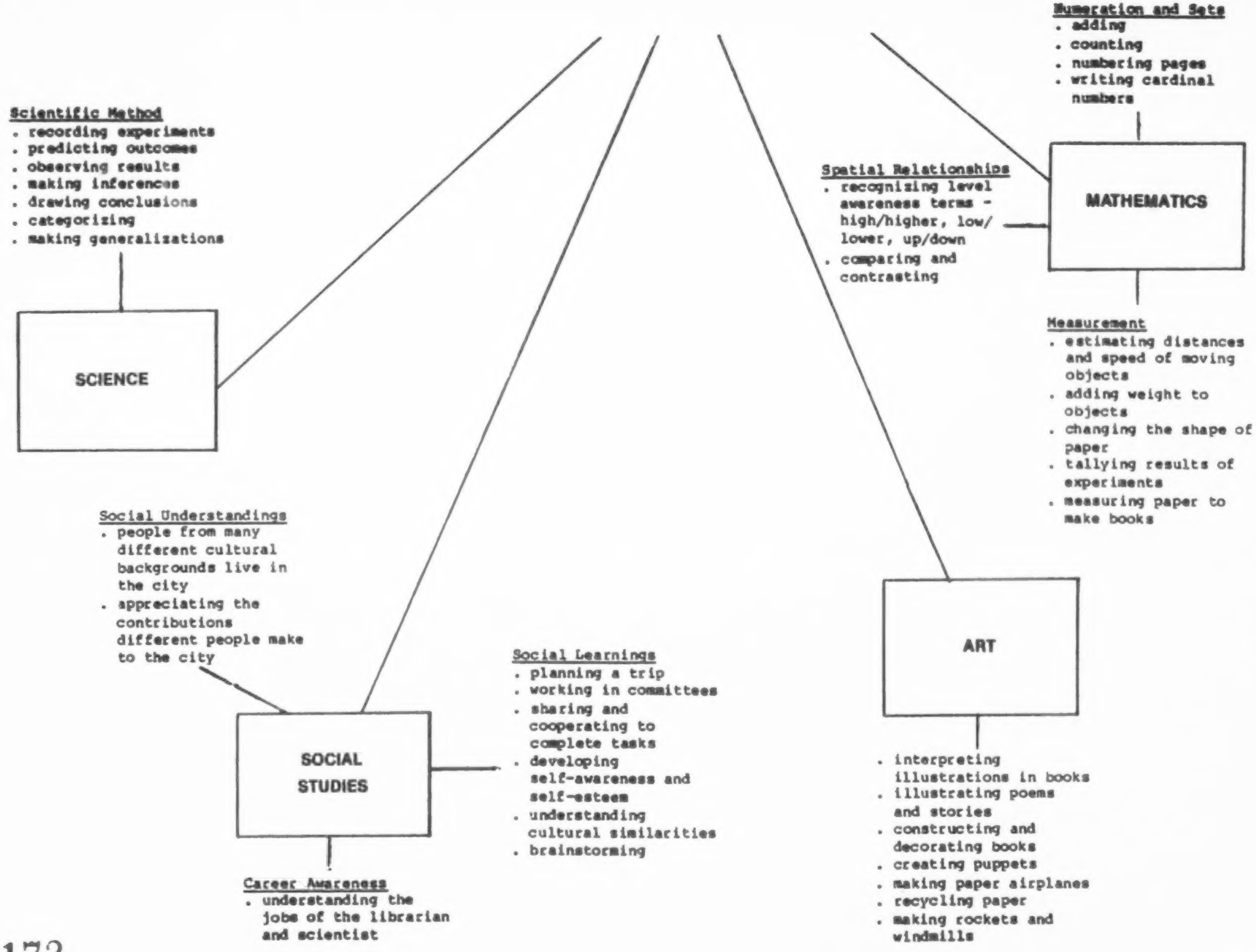
Writing
- original stories and poetry
- listing information on charts
- clarifying ideas
- extending ideas
- making dictionaries
- recording in journals

Library Skills
- categorizing books
- recognizing title, author, illustrator, publisher, title page
- using books as a source of information
- using books for pleasure
- understanding need for variety and styles of books

Listening
- following oral directions
- recognizing rhythm and rhyme in poetry
- enjoying folk tales
- identifying the main idea

HEALTH AND PHYSICAL EDUCATION
- following trip safety rules
- playing games
- rhythm and dance

MUSIC
- singing songs
- identifying patterns and rhythms



Scientific Method
- recording experiments
- predicting outcomes
- observing results
- making inferences
- drawing conclusions
- categorizing
- making generalizations

SCIENCE

Numeration and Sets
- adding
- counting
- numbering pages
- writing cardinal numbers

Spatial Relationships
- recognizing level awareness terms - high/higher, low/lower, up/down
- comparing and contrasting

MATHEMATICS

Measurement
- estimating distances and speed of moving objects
- adding weight to objects
- changing the shape of paper
- tallying results of experiments
- measuring paper to make books

Social Understandings
- people from many different cultural backgrounds live in the city
- appreciating the contributions different people make to the city

SOCIAL STUDIES

Social Learnings
- planning a trip
- working in committees
- sharing and cooperating to complete tasks
- developing self-awareness and self-esteem
- understanding cultural similarities
- brainstorming

Career Awareness
- understanding the jobs of the librarian and scientist

ART

- interpreting illustrations in books
- illustrating poems and stories
- constructing and decorating books
- creating puppets
- making paper airplanes
- recycling paper
- making rockets and windmills

THEME
Library

LEARNING EXPERIENCE

Library Tour

CONTENT AREA
Communication
Arts/Social Studies

CONCEPTS

- The books in the library are in special places.
- The library has information on many different subjects.
- The librarian is the person who keeps the library organized and helps people locate books and information.
- The title is the name of the book; the author is the person who wrote the book.

OBJECTIVES

The children will:

- observe that books are in special places.
- learn some categories of books: FICTION, NONFICTION, BIOGRAPHY.
- Identify the title and author of the book.
- Name the services of the librarian.

MOTIVATION

- Teacher reads poem. See Appendix C1.

PROCEDURE

- The teacher and children discuss the poem and their experiences in a library.
- The teacher and children plan a tour of the school/community library (with the assistance of the librarian, if possible).
- Through classroom activities and games the children learn to identify TITLE -AUTHOR (Appendix C2A); FICTION, NONFICTION (Appendix C2B, C2C, C2D).

BEFORE THE TOUR:

- The teacher and children discuss what they will find in the library and the role of the librarian (Appendix C2E).
- The teacher discusses the Trip Survey Forms and procedures for recording information.

THE TOUR:

- The teacher and/or librarian conduct the tour.
- Children browse and record findings on the survey sheets (Appendix C3).

AFTER THE TOUR:

- The children discuss the findings recorded on their survey forms.
- Children use classroom worksheets as individual and small group activities (Appendix C4, C5).

SUGGESTED TEACHER QUESTIONS

1. Describe the characteristics of fiction and nonfiction.
2. Name some books in each category.
3. What would happen if there were no librarian?
4. What does title mean?
5. What does author mean?
6. If you were learning about sharks, which category of books would you read?
7. If you were learning about George Washington, which category of books would you read?
8. If you were learning fairytales, which category of books would you read?

MATERIALS

Assorted books
dictionary
trip boards
chart paper
markers

VOCABULARY

fiction
nonfiction
dictionary
librarian
title
author

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- recording/discussing
- alphabetical order

Creative Arts:
- observing illustrations
- role-playing librarian

Health and Physical Education:
- following trip safety rules
- proper handling/ keeping books clean

Mathematics:
- observing various sizes and shapes
- using dates for borrowing/returning books

Science:
- classifying and categorizing
- recognizing organization

Social Studies:
- planning a trip
- arranging books
- proper library courtesy
- working in a committee
- awareness of community resources/workers

FOLLOW-UP/HOMEWORK ACTIVITIES

- List the duties of the librarian.
- Compare/contrast fiction/nonfiction book on the same subject.
- Set up a classroom library having children role-play librarian.
- Future class visits to borrow books.
- Discuss: Imagine you are a book. How would you want people to handle you? Why?
- Locate information about specific topics using index/and table of contents.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children categorize books?
- Do children understand they can get information on many subjects?
- Do the children identify librarian as a resource person?
- Do the children understand the words title and author?

LANGUAGE EMPHASIS FOR THE LEP CHILD

it's	does	they're	only
isn't	doesn't	aren't	also

- The Gingerbread Boy is fiction, isn't it?
  - short answer Yes, it is.
  - long answer Yes, it is. It's fiction.
- Fiction and nonfiction books are the same, aren't they?
  - short answer No, they aren't.
  - long answer No, they aren't the same. They are/they're different.
- Biographies are about the lives of real people, aren't they?
  - short answer Yes, they are.
  - long answer Yes, they are/they're about the lives of real people.
- Does the library have special places for different books?
  - short answer Yes, it does.
  - long answer Yes, the library has special places for different books.

THEME

Library

LEARNING EXPERIENCE

Reading Pictures

CONTENT AREA

Communication Arts/Art

CONCEPTS

- Pictures are a form of printed communication.
- Pictures in books are called illustrations.
- Illustrations enhance understanding of written material.
- The person who draws illustrations is called an illustrator.

OBJECTIVES

The children will:

- understand that pictures can be read.
- understand that illustrations help tell the story/extend and enhance meanings.
- illustrate a poem.

MOTIVATION

- The teacher presents several picture books with different types of illustrations.
- Recall concept of author.
- Introduce vocabulary: illustration and illustrator.

PROCEDURE

- The children observe the illustrations as the teacher turns the pages of the book.
- The teacher shows the children the book again and elicits from the children a story line based on the illustrations.
- As children contribute their ideas, the teacher writes them on the chalkboard.
- The teacher reads the book as it is written; children compare their ideas with the author's.
- Teacher and children read a poem which has been written on a chart (Appendix C6).
- Teacher elicits from the children the theme, story, or mood of the poem.
- Children reread the poem.
- Children illustrate the poem.
- Children share their illustrations.

SUGGESTED TEACHER QUESTIONS

1. What is an illustration?
2. What is an illustrator?
3. What is happening in this illustration?
4. How is your story and the author's story the same?
5. How do the illustrations make you feel? Why?
6. Did you discover anything in the illustration that was not written.

MATERIALS

illustrated books
assorted crayons and markers
drawing paper

VOCABULARY

author
illustrate
illustration
illustrator
communication

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- word/picture relationships
- communicating
- compare/contras
- brainstorm

Creative Arts:
- illustrating
- interpreting illustrations
- clarifying ideas

Health and Physical Education:
- expressing emotions
- aesthetic appreciation
- rhythm

Mathematics:
- story sequence
- size/shape relationship
- line/angle
- spatial awareness

Science:
- color spectrum
- predicting outcomes

Social Studies:
- sharing
- committee work
- career awareness

FOLLOW-UP/HOMEWORK ACTIVITIES

- Committee work (Appendix C7).
- Observe maps, graphs, and photographs as illustrations.
- Provide illustrations for stories.
- Find pictures to describe in detail to class.
- Test-taking skills (Appendix C8).

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are the children able to tell a story about the illustration?
- Do the children refer to the illustrations when telling a story?
- Do the children express their feelings about the pictures?
- Do the children draw pictures appropriate to the poem?
- Do the children use the words illustration and illustrator?

LANGUAGE EMPHASIS FOR THE LEP CHILD

first
second
third
fourth
fifth
next
last
happy
sad
scared
angry
tired
sleepy
nervous
excited

- Which illustration comes first?
  - short answer This/That one.
  - long answer This/That one comes first.
- Which illustration comes (second)?
  - short answer This/That one.
  - long answer This/That one comes (second).
- Which illustration comes next/last?
  - short answer This/That one.
  - long answer This/That one comes next/last.
- How do they feel in this/that illustration?
  - I think they feel (adjective).
- What are they doing in this/that illustration?
  - I think they are (verb).
- What will they do next?
  - I think they will (verb).

THEME
Library

LEARNING EXPERIENCE

Our Ethnic Heritage

CONTENT AREA
Social Studies/
Art/Music

CONCEPTS

- New York City is made up of people from many different ethnic backgrounds.
- These varied backgrounds enrich the cultural life of the city.
- Our lives are influenced by our neighbors' ethnic backgrounds.

OBJECTIVES	PROCEDURE	SUGGESTED TEACHER QUESTIONS	MATERIALS
The children will: • listen to folk tales about their own and their neighbors' ethnic backgrounds. • engage in creative dramatics inspired by the literature. • respond to literature through creative arts activities. • appreciate and take pride in their own and their neighbors' cultural heritage.	• Teacher and children "Show and Tell" their objects and discuss their interviews. • The teacher lists the ethnic backgrounds represented on a chart, then elicits names of other cultures and adds this information to chart (Appendix C9). • The class learns song "It's A Small World" (Appendix C10). • Teacher relates a folk tale from a culture represented in the class population (Appendices C11 through C29). • Children discuss their reactions to the story: setting, characters, theme/learning. • Referring to Appendix C9, children and teacher chart information: group represented in story, name of story, theme/learning (Appendix C30). • Teacher relates at least 4 additional folk tales, following above procedure.	1. What does ethnic heritage mean? 2. What can you tell us about the objects you brought from home? 3. Who did you interview and what information did you get? 4. What is your ethnic heritage? 5. What culture is represented in the story? 6. Are the characters in the story like people you know? Who? How? 7. What did you learn from the story?	chart marker
MOTIVATION			**VOCABULARY**
• Teacher and children brainstorm about ethnic backgrounds. • Children bring objects representing their heritage to class and/or interview family/neighbors about their heritage, including particular games and food.			ethnic heritage culture folk tale characters theme community neighbor

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- brainstorming
- listening
- discussing
- interviewing
- reporting orally

Creative Arts:
- singing
- making puppets
- dramatizing
- illustrating

Health and Physical Education:
- rhythms and dance
- playing games

Mathematics:
- sequence
- concept of time and distance

Science:
- noting climate conditions
- observing physical characteristics of people

Social Studies:
- ethnic heritage
- names, customs, and symbols of countries
- interdependency of people

FOLLOW-UP/HOMEWORK ACTIVITIES

- Learn additional folk tales, songs, & dance games.
- Prepare a cultural food fair
- and exchange recipes.
- Invite classroom visits from parents, teachers, and community people to share their heritage.
- Set up exhibit of various cultural memorabilia.
- Visit a travel agency.
- Visit an airport.
- Collect travel brochures and plan an imaginary trip to a foreign country
- Expand chart (Appendix C30) to include Food, Clothing, Housing.

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children understand that people of various ethnic backgrounds live together in New York City?
- Do the children appreciate the multi-ethnic contributions to the life of the city?
- Do the children appreciate the literary and social values of folk tales?

LANGUAGE EMPHASIS FOR THE LEP CHILD

language
language names
country names
map
globe
world
neighborhood
neighbors

- Whose (object brought by student) is this?
  - short answer (Kim's puppet.)
  - long answer It's (Kim's puppet.)
- Where does it come from?
  - short answer (Name of country.)
  - long answer It comes from (name of country).
- What language do the people from (name of country) speak?
  - short answer (Name of language.)
  - long answer They speak (name of language).
- Who speaks (name of language)?
  - Kami speaks Korean.
  - Alberto speaks Italian.
  - Estela and Maria speak Spanish.
  - People in our neighborhood speak _________.
  - My neighbor speaks _____________ .

THEME
Library

LEARNING EXPERIENCE

Flying Along

CONTENT AREA
Science

CONCEPTS

- Both fiction and nonfiction books can contain scientific information.
- Objects move through the air at different rates of speed.
- The shape of an object determines how fast or slowly it moves through the air.

OBJECTIVES

The children will:

- read about air and objects moving in the air in fiction and nonfiction books.
- observe objects moving through the air.
- experiment with paper falling through the air.
- construct and experiment with paper airplanes.

MOTIVATION

- Teacher brings in objects and pictures of objects that move through air or by air power for Learning Center about air. Children are asked to contribute objects and pictures to Learning Center.

PROCEDURE

- Children brainstorm about scientists and how they gather their information. Teacher elicits the word "experiment."
- Teacher and children plan experiment, "Paper Falling Through The Air" (Appendix C31).
- Children predict results and perform experiment.
- Teacher tallies results.
Teacher and children record the experiment.
- Children and teacher read directions on how to make a paper airplane (Appendix C32).
- Children make airplanes and fly them in the school yard or gymnasium.
- Teacher and children plan experiment, "Making Paper Fly" (Appendix C33).
- Children predict results and perform experiment.
- Teacher tallies results.
- Teacher and children record the experiment.
- Children use experiment information worksheets for both experiments (Appendix C34).
- Teacher and children develop a class experience chart.

SUGGESTED TEACHER QUESTIONS

1. What did you learn from this experiment?
2. How can we make things stay up in the air longer?
3. How are the shapes we used different?
4. Do you think shapes make a difference in how things move through the air? Why?
5. Do you think anything else helps the airplane stay up longer?

MATERIALS

fiction and nonfiction books about air and airplanes
8 1/2" x 11" paper
chart paper
felt marker

VOCABULARY

scientist
scientific
experiment
crumpled
flat
surface
tally
shape
diagram

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- following directions
- reporting results
- summarizing results

Creative Arts:
- performing experiments
- making paper airplanes

Health and Physical Education:
- movement
- safety procedures

Mathematics:
- weight and shapes of objects
- speed
- more/less
- problem solving
- timing an event
- tallying results

Science:
- predicting outcomes
- making inferences
- experimenting
- estimating distance and speed

Social Studies:
- working cooperatively

FOLLOW-UP/HOMEWORK ACTIVITIES

. Make additional airplanes, kites, pinwheels, parachute, windmill, rocket

. Additional experiments with airplane, e.g., add weight to airplane.

ASSESSMENT

- Do children understand why crumpled paper falls faster than flat paper?

LANGUAGE EMPHASIS FOR THE LEP CHILD

crumpled
flat
airplane
experiment
shape
stay up
fall down
farther
pointed

. Which paper will fall faster?
- short answer The crumpled paper.
- long answer The crumpled paper will fall faster than the flat paper.

. Which paper will fall slower?
- short answer The flat paper.
- long answer The flat paper will fall slower than the crumpled paper.

. Which one will stay up longer?
- short answer The paper airplane.
- long answer The paper airplane will stay up longer than the flat paper.

. Which shape will go farther?
- short answer The pointed shape.
- long answer The pointed shape will go farther than the flat shape.

THEME
Library

LEARNING EXPERIENCE

Making Books

CONTENT AREA
Creative Arts

CONCEPTS

- Books have many uses.
- Publishers produce books.
- Children can make (publish) their own books.

OBJECTIVES

The children will:

- observe various sizes and shapes of books.
- identify several uses for books.
- recall and describe their and other people's experiences with books.
- learn that a person or company who produces books and makes them available to the public is called a publisher.
- create own books.

MOTIVATION

- Teacher explains that the class will go on a "book hunt" to look for different kinds of books.
- Children and teacher discuss the rooms they will visit and the kinds of books they may find (Appendix C35).

PROCEDURE

- Teacher arranges class visit to different rooms and offices in the school.
- Children suggest questions to ask the people they meet about the books they use and how they use them.
- Teacher and class set up a trip board (Appendix C36).
- Class tour to interview people, observe and borrow books to bring back to class.
- In the classroom, teacher displays the books on a learning center table for children to browse through.
- Teacher elicits the common elements of the books (cover, pages, printing, illustration, binding).
- Teacher explains that people who produce books are called publishers.
- Discuss title page (first page): title, author, illustrator, publisher.
- Children create and share their books.
- In learning center, teacher displays samples of homemade books (Appendix C37).

SUGGESTED TEACHER QUESTIONS

1. What books do you think we will find on the hunt?
2. When are these books used?
3. What should we ask people about the books they use?
4. When do you think you would use these books? Why?
5. Have you ever used these books? When?
6. How are the books alike/different?
7. What did you learn about a publisher?
8. Tell what information is on the title page.
9. What does an author/illustrator do?
10. What is another word for the name of a book?

MATERIALS

assorted writing and construction paper
oaktag
cardboard
wallpaper
vinyl
cloth
crayons
markers
paint and brushes
fingerpaint
stapler
staples
pipecleaners
yarn
scissors
glue

VOCABULARY

publisher
produce
producer
public
purpose
title
author
illustrator

RELATED CONTENT AREAS/SKILLS

Communication Arts:
- interviewing
- creative writing
- spelling and grammar

Creative Arts:
- dramatizing stories
- illustrating
- making a book
- recycling paper
- print making

Health and Physical Education:
- trip safety
- manipulative skills
- visual discrimination

Mathematics:
- pagination
- sequence
- size/shape

Science:
- ecology
- mixing colors

Social Studies:
- job of publisher

FOLLOW-UP/HOMEWORK ACTIVITIES

- . Tape record original stories.
- . Interview family members about the books they read and why.
- . Bring from home a list of emergency phone numbers. Prepare a book.
- . Prepare a booklet with words and pictures to teach your friend how to make something.
- . Collect recipes and compile a recipe book.
- . Arrange "children-made" books in the class library.
- . Recycle paper (Appendix C38).

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did the children recognize that sizes and shapes of books vary and that books serve many different purposes?
- Were the children able to contribute questions to be used for their interviews?
- Do the children understand that publishers produce books?
- Did the children participate in making books?

LANGUAGE EMPHASIS FOR THE LEP CHILD

hunt　principal　secretary　tour
nurse　kitchen　dietitian　custodian
library　computer teacher

. Where did we hunt/look for books today?
- short answer　In the (principal's) office.
  In the (kitchen).
- long answer　We looked/hunted in the (kitchen).

. What books did the (secretary) use?
- short answer　(Log)
- long answer　The (secretary) used a (log).
  She/he used a (log).

. How many books did the custodian show us?
- short answer　(Five.)
- long answer　The custodian showed us (five) books.
  She/he showed us (five) books.

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive: To identify the birthplaces of people in the school community and in their families.

Linguistic: To use third-person singular verbs.

Materials:

world map, string, photographs and/or name tags.

Procedure:

- Display map.
- Ask, "Where were you born?" "Where was your (relative) born?" "Who can find (name of country) on the map?"
- Arrange children's pictures or names around the map. Attach a string to each picture on the bulletin board.
- Help children attach their strings to their countries of birth or ancestry.
- Have children identify where other children come from.
  - (Name of child) comes from (name of country).
- Ask, "Where do the people in our class/school/city come from?"
- Say, "We come from many different places." List the places on the board.

Follow-Up:

- Interview school personnel to identify their birthplaces. Add their names to the bulletin board.
- Title the bulletin board.

ESL EXTENDED LESSON FOR THE LEP CHILD

Objectives:

Cognitive: To read a simple neighborhood map.
Linguistic: To use imperatives.
To use adverbial phrases.

Vocabulary:

right, left, to the (location), on the corner, around the corner, across the street

Materials:

large oaktag, construction paper, tape or glue, markers, crayons

Procedure:

- Map out several street blocks on the floor of the classroom, yard, or gym. Designate the bank, library, supermarket, etc., with pictures, signs and/or words.
- Direct children to different plays on the map. For example:
  "Walk to the (location)."
  "Turn left/right."
  "Cross the street."
  "Go around the ______________."
- Repeat several times using the TPR procedure. (see "Introduction".)
- Ask, "How can we get to the (library)?
- Walk to the (library) following the above directions.

Follow-Up:

- Make a three-dimensional table-top map of the neighborhood.
- Complete an outline map of the neighborhood.

Appendix for the Themes

APPENDIX A1

STORES

I see the stores
Along the street,
Where mother buys
The food I eat;

The clothes I wear,
The books I read,
And this, and that,
At home, I need.

On window-panes
The stores will tell
Just what the man
Inside will sell....

"Vegetables,"
"Shoes" and "Keys,"
"Dresses," "Hats"
And "Groceries."

If the candy store
Belonged to me,
I'd print: "For Children--
Ice-cream--Free!"

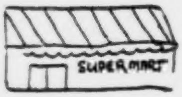
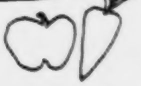
Ilo Orleans

From *Language Experiences in Early Childhood* (Chicago, IL: Encyclopedia Britannica Press, 1969).

APPENDIX A2

On the Way to the Supermarket

Directions: Which stores did you pass? Mark the correct box.

		YES	NO
	GROCERY STORE	☐	☐
	DRUG STORE	☐	☐
	BAKERY	☐	☐
	FRUIT AND VEGETABLE STORE	☐	☐
	BUTCHER	☐	☐
	DID YOU SEE ANY OTHER KINDS OF STORES?	☐	☐

DRAW A PICTURE. WRITE THE NAME.

_____________ _________________________

_____________ _________________________

APPENDIX A3

In the Supermarket

Trip Board

Directions:

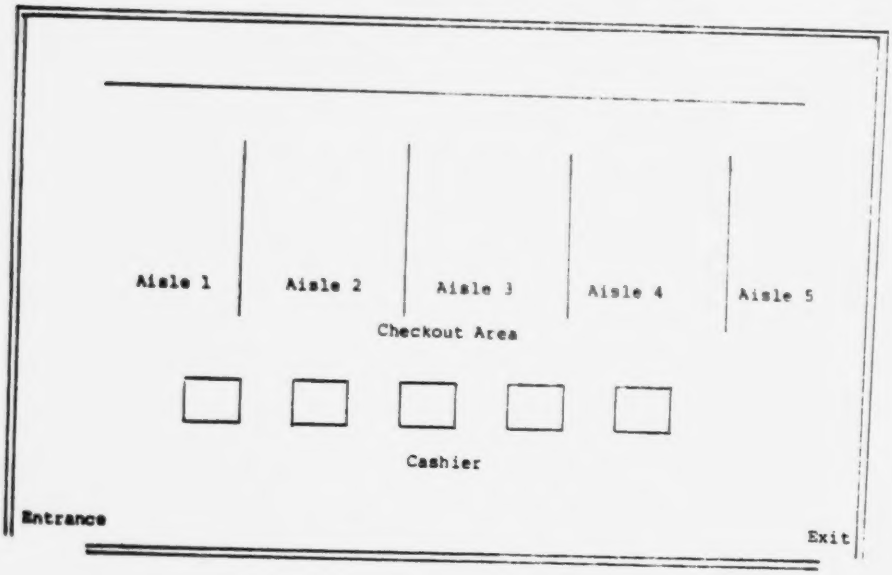
1. **Find these departments.**
2. **Draw or write one or more names of products that you see.**
3. **Find two more departments.**
4. **Draw something you see in each one.**

Departments

Produce	Meat
Dairy	Frozen Foods
? ____________	? ____________

APPENDIX A4

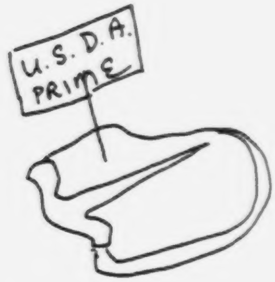
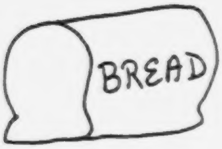
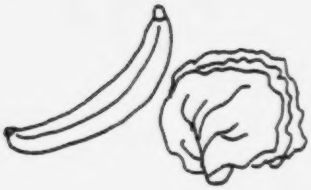
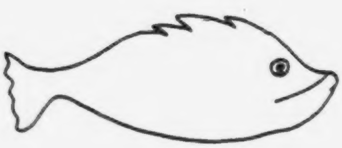
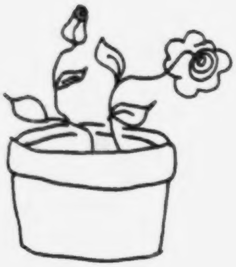
Floor Plan of ____________________ Supermarket
(Write name of store)


Aisle 1
Aisle 2
Aisle 3
Aisle 4
Aisle 5
Checkout Area
Cashier
Entrance
Exit

APPENDIX A5

Matching Products to Stores

Directions: Draw a line from the product to the store in which it can be found.

Product	Store
	Fish Market
	Fruit and Vegetable Store
	Florist
	Butcher
	Bakery

APPENDIX A6

Food Preferences

Class Record Sheet

NAME	FOODS I LIKE ☺	FOODS I DISLIKE ☹

Individual Food Strips

Name	☺	☺	☹	☹

(Teacher/children tape individual food strips to chart.)

NOTE: The chart should be large enough for children to manipulate and attach food strips by themselves.

APPENDIX A7

Dear Dietitian,

We would like to know more about nutrition. Could you please visit us on Wednesday, October 3, at 2:00 P.M.? We would like to know the following things:

1. How do you decide what foods to prepare for the school lunch?
2. Do you have to go shopping for all that food by yourself?
3. Why don't we ever have potato chips?
4. Why can't we have ice cream every day, since it is a dairy food?

We hope you can answer these and other questions when you come to see us.

Sincerely,

The Children of Class 2-203

APPENDIX A8

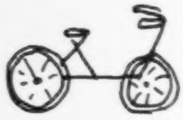
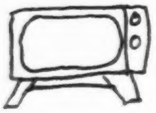
It's My Choice

Name ________

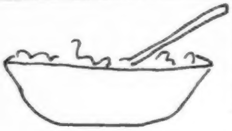
Directions:

1. Choose one thing that you want.
2. Write why you want it.
3. Choose one thing that you need.
4. Write why you need it.

I want ________ because ________.

 a bicycle	 a T.V. set	 a candy bar	 a record album

I need ________ because ________.

 sneakers	 cereal	 a sweater	 soap

Write some more things you want.

Write some more things you need.

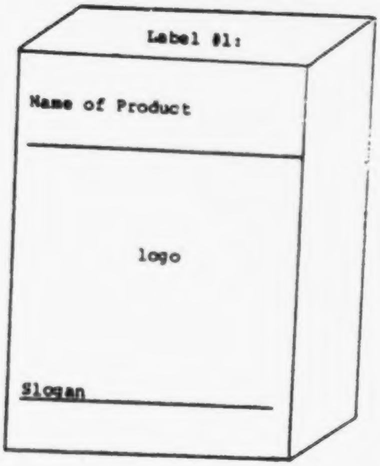
APPENDIX A9

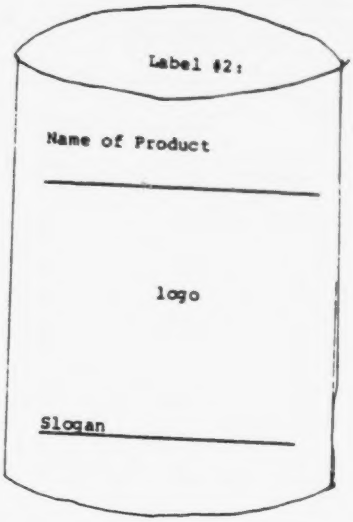
Name ____________

Design a Label

Directions:

1. Think of two products, one that belongs in a box, and one that belongs in a can.
2. Give each product a name.
3. Draw a logo for each product.
4. Write a slogan for each product.


Label #1:
Name of Product
logo
Slogan


Label #2:
Name of Product
logo
Slogan

APPENDIX A10

Name ____________

Sell a Product

Directions:

1. Prepare advertisements for the two products.
2. Tell how the product is used.
3. Make one product cost more than one dollar.
4. Make the other product cost less than one dollar.

"Ad" #1

Product Logo

____

Use ____________ because
Product Name

______________________.

Price $________

"Ad" #2

Product Logo

____

Use ____________ because
Product Name

______________________.

Price _____¢

APPENDIX A11

Money Savers

Name ________

Directions:

1. Draw a coupon for each one of your products.
2. Show the name and the logo for the product.
3. Write the price of each product.
4. Write how much the product will cost if you use the coupon.

Coupon #1

Product Name

____

logo

Price $____
Coupon Value $____
Final Cost $____

Coupon #2

Product Name

____

logo

Price $____
Coupon Value $____
Final Cost $____

APPENDIX A12

Which One Should I Buy?

Choosing

  Which will you have, a ball or a cake?
A cake is so nice, yes, that's what I'll take.
  Which will you have, a cake or a cat?
A cat is so soft, I think I'll take that.
  Which will you have, a cat or a rose?
A rose is so sweet, I'll have that, I suppose.
  Which will you have, a rose or a book?
A book full of pictures! Oh, do let me look!
  Which will you have, a book or a ball?
Oh, a ball! No, a book! No, a ------
There! Have them all!

Eleanor Farjeon

From Eleanor Farjeon, *Poems for Children* (Philadelphia, PA: J.B. Lippincott Company, 1961).

APPENDIX A13

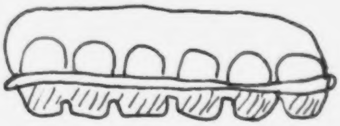
My Shopping List

Directions:

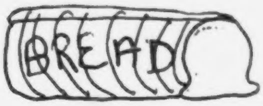
1. Read the shopping list.
2. Write more items on the list.

_____(space for child's name)_____ SHOPPING LIST

1. EGGS



2. BREAD



3. MILK

4. APPLES

5. ____________________

6. ____________________

7. ____________________

8. ____________________

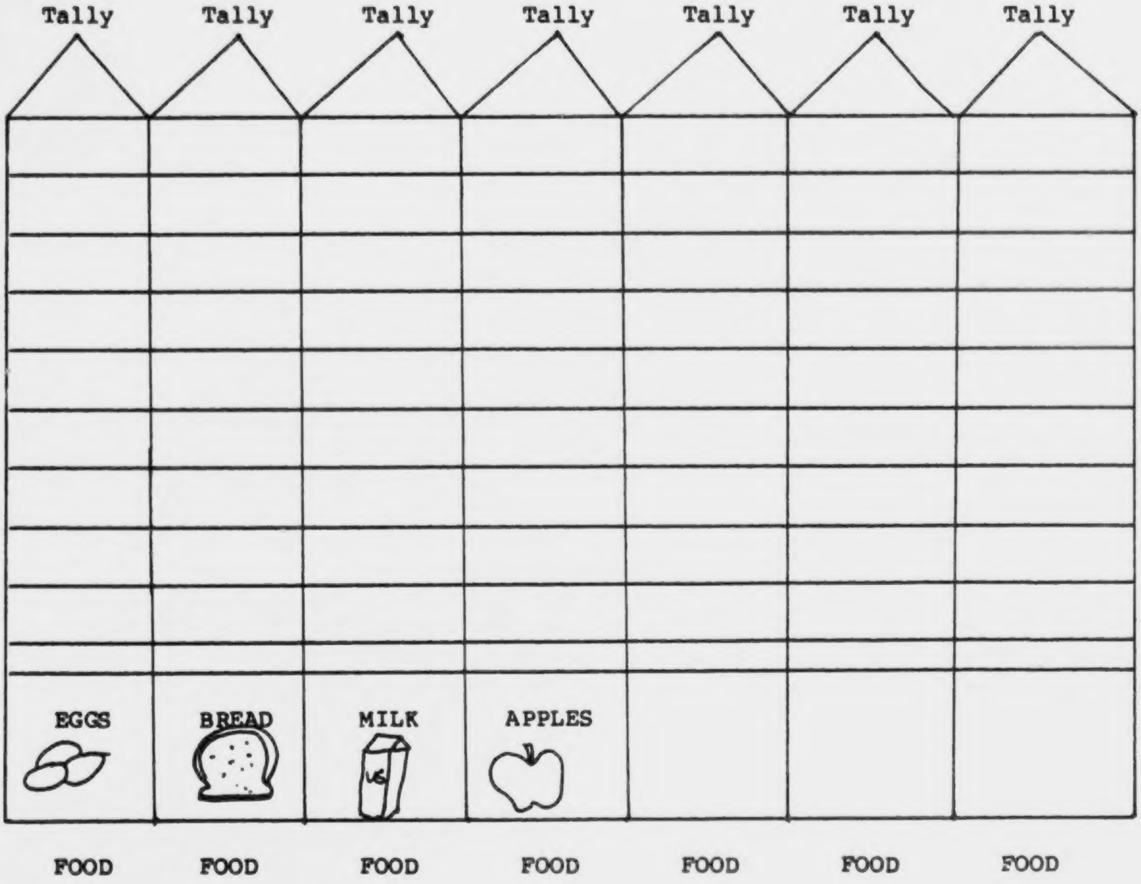
9. ____________________

10. ____________________

APPENDIX A14

Foods We All Buy

Class Food Graph


Tally
Tally
Tally
Tally
Tally
Tally
Tally
EGGS
BREAD
MILK
APPLES
FOOD
FOOD
FOOD
FOOD
FOOD
FOOD
FOOD

Teacher directions to class:

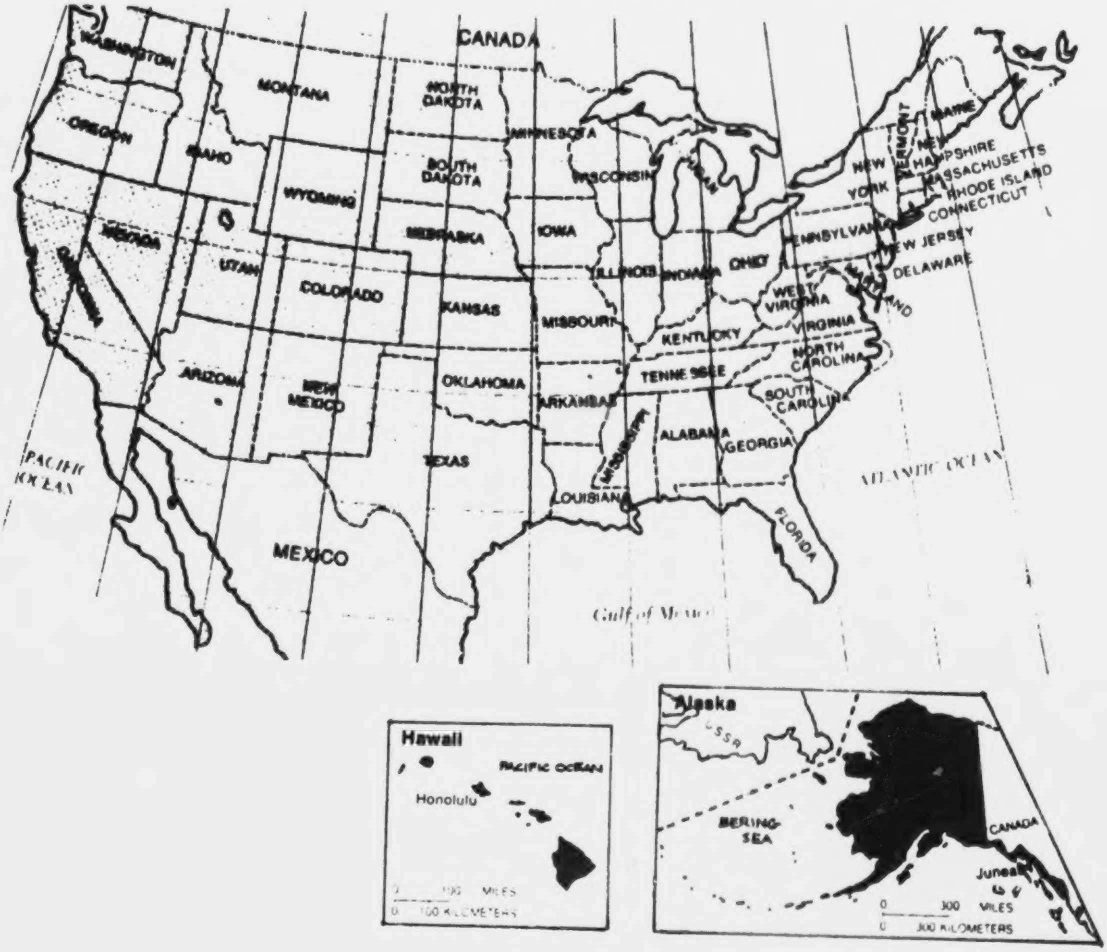
1. Read your shopping list.
2. Tell names of products that can be added to the graph.
3. When it is your turn, make a check in each column for every item on your list.
4. Tally each column to determine the foods most often purchased.

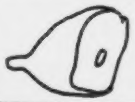
APPENDIX A15

Where Does it Come From?

Directions:

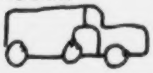
1. Read the map.
2. Identify each food product.
3. Place each food product in the state in which it is produced.

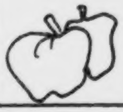

CANADA
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
NEW YORK
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
WYOMING
NEVADA
NEBRASKA
IOWA
PENNSYLVANIA
NEW JERSEY
UTAH
CALIFORNIA
COLORADO
ILLINOIS
INDIANA
OHIO
DELAWARE
WEST VIRGINIA
MARYLAND
KANSAS
MISSOURI
KENTUCKY
VIRGINIA
NORTH CAROLINA
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
TENNESSEE
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
TEXAS
LOUISIANA
FLORIDA
PACIFIC OCEAN
ATLANTIC OCEAN
MEXICO
Gulf of Mexico
Hawaii
PACIFIC OCEAN
Honolulu
100 MILES
100 KILOMETERS
Alaska
USSR
BERING SEA
CANADA
Juneau
300 MILES
300 KILOMETERS

					
Pineapple Hawaii	Oranges Florida	Maple Syrup Vermont	Potatoes Idaho	Apples New York	Meat Illinois

APPENDIX A16

How Does It Get to the Supermarket?

Type of Transportation	FOOD PRODUCT			
Airplane				
Railroad				
Truck 				
Ship				

					
Meat	Oranges	Maple Syrup	Potatoes	Apples	Pineapple

Directions:

1. Identify the types of transportation.
2. Identify the products to be transported.
3. Decide how the product should travel.
4. Place the product in the transportation row you select.
5. Use a newspaper or magazine to find more products.

APPENDIX A17

Who Am I?

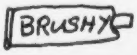
Read what each person says. Place a check (✓) to show if the person is a producer, distributor, or consumer.

PERSON	PRODUCER	DISTRIBUTOR	CONSUMER
I buy these delicious cookies for my children.			
I grow these oranges in my orchard in Florida.			
I sell milk to the supermarket every day.			
My bakery sells delicious bread.			
I buy the best meat to make hamburgers.			
The grain grown in my fields makes the best cereal.			

APPENDIX A18

I Am The Distributor - Did I make a Profit?

Name ______________________________

	APPLE	MEAT	SYRUP	PINEAPPLE	TOOTHPASTE	BREAD	MILK	CAKE
Product								
I bought it from the Producer for:	10¢	$1.00	50¢	35¢	60¢	40¢	45¢	90¢
I sold it to the Consumer for:	20¢	$1.00	25¢	55¢	45¢	35¢	70¢	90¢
Profit	+10¢	+____	+____	+____	+____	+____	+____	+____
Loss	-____	-____	-25¢	-____	-____	-____	-____	-____
'Break even'	=____	= 0	=____	=____	=____	=____	=____	=____

Directions:

1. Pretend you are the distributor.
2. Analyze the cost of the product.
3. Decide if you made any money.

APPENDIX A19

SUPERMARKET
WORKERS

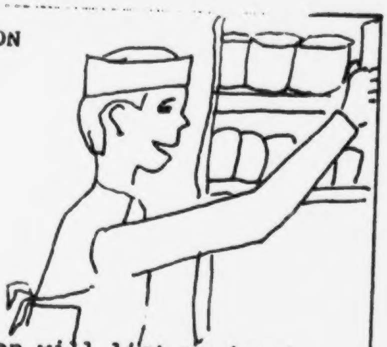
(name of market)

(location)

(opening time)

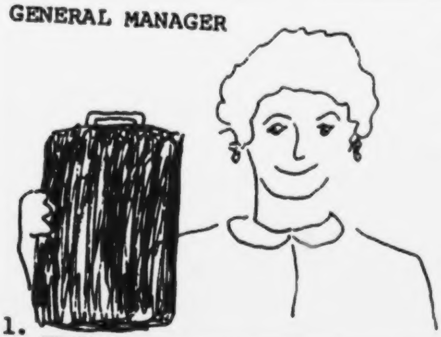
(closing time)

STOCK PERSON



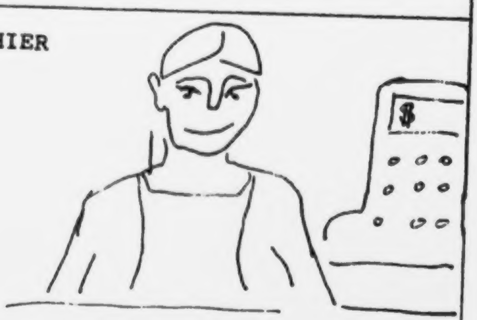
1. (Children will list various)
2. duties that this worker
3. performs.)

GENERAL MANAGER



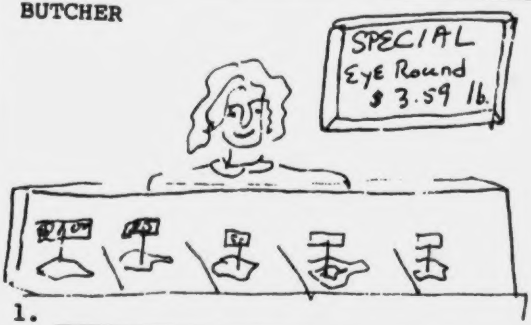
1.
2.
3.

CASHIER



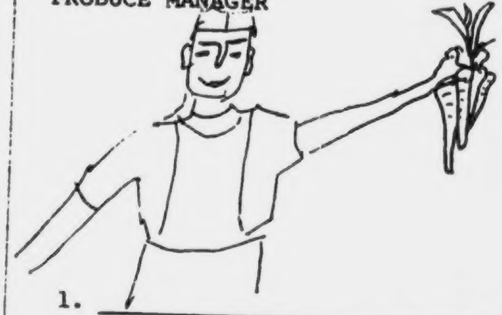
1.
2.
3.

BUTCHER



1.
2.
3.

PRODUCE MANAGER

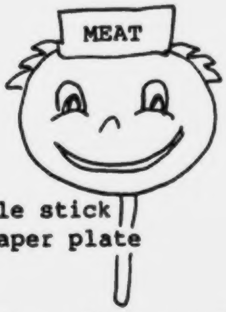


1.
2.
3.

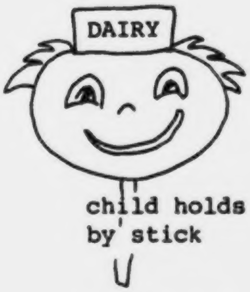
APPENDIX A20

Making Puppets

1. Use paper plates and wooden sticks.

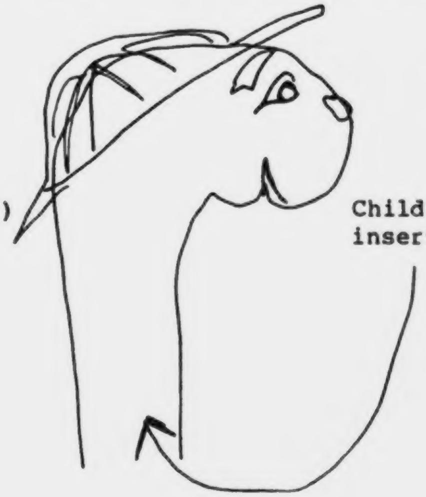


staple stick
to paper plate



child holds puppet
by stick

2. Use socks and scraps from materials such as oaktag, felt, and wool.



("Customer")

Child's hand is
inserted into sock.

APPENDIX A21

Our Good Manners Chart

We know how to say polite things!

1. "Please."
2. "Thank you."
3. "Excuse me."
4. "Good morning."
5. "How are you today?"
6. (Teacher and children add expressions
7. to this ongoing chart.)
8. ____________________
9. ____________________

APPENDIX A22

Name ____________________ Date ________________

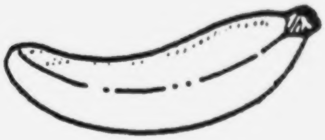
Fruit Salad

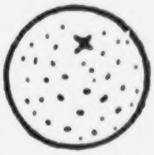
Directions:

Read each sentence.
Find the fruit name.
Put a circle around it.
Follow the model.

Wash the apple.

1. Peel the banana.
2. Peel the orange.
3. Open the box of raisins.
4. Slice the apple.
5. Slice the orange.
6. Peel the apple.
7. Slice the banana.





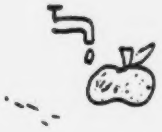
APPENDIX A23

Name ______________________ Date ______________

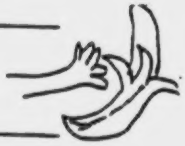
How To Make Fruit Salad

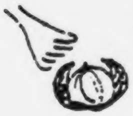
Directions:

Look at each picture.
Write the sentence that tells about the picture.
Follow the model.



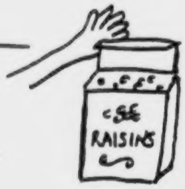
1. Wash the apple.





2. ______________________________

3. ______________________________



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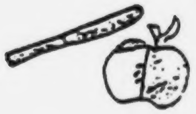

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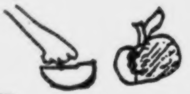

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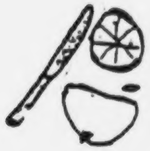

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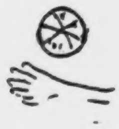
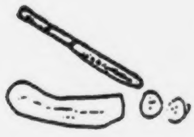
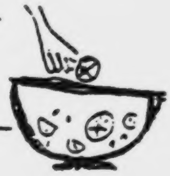


8. ______________________________



9. ______________________________



10. ______________________________

APPENDIX B1

OUR SAFETY RULES

1. Keep away from sharp objects, such as knives and broken glass.
2. Watch where you walk.
3. Do not touch electric wires.
4.
5.
6.
7.

(Teacher and children continue to develop list cooperatively.)

APPENDIX B2

What We Have Noticed In Our Environment

Indoors	Outdoors

(Children will cut and paste appropriate pictures for class mural.)

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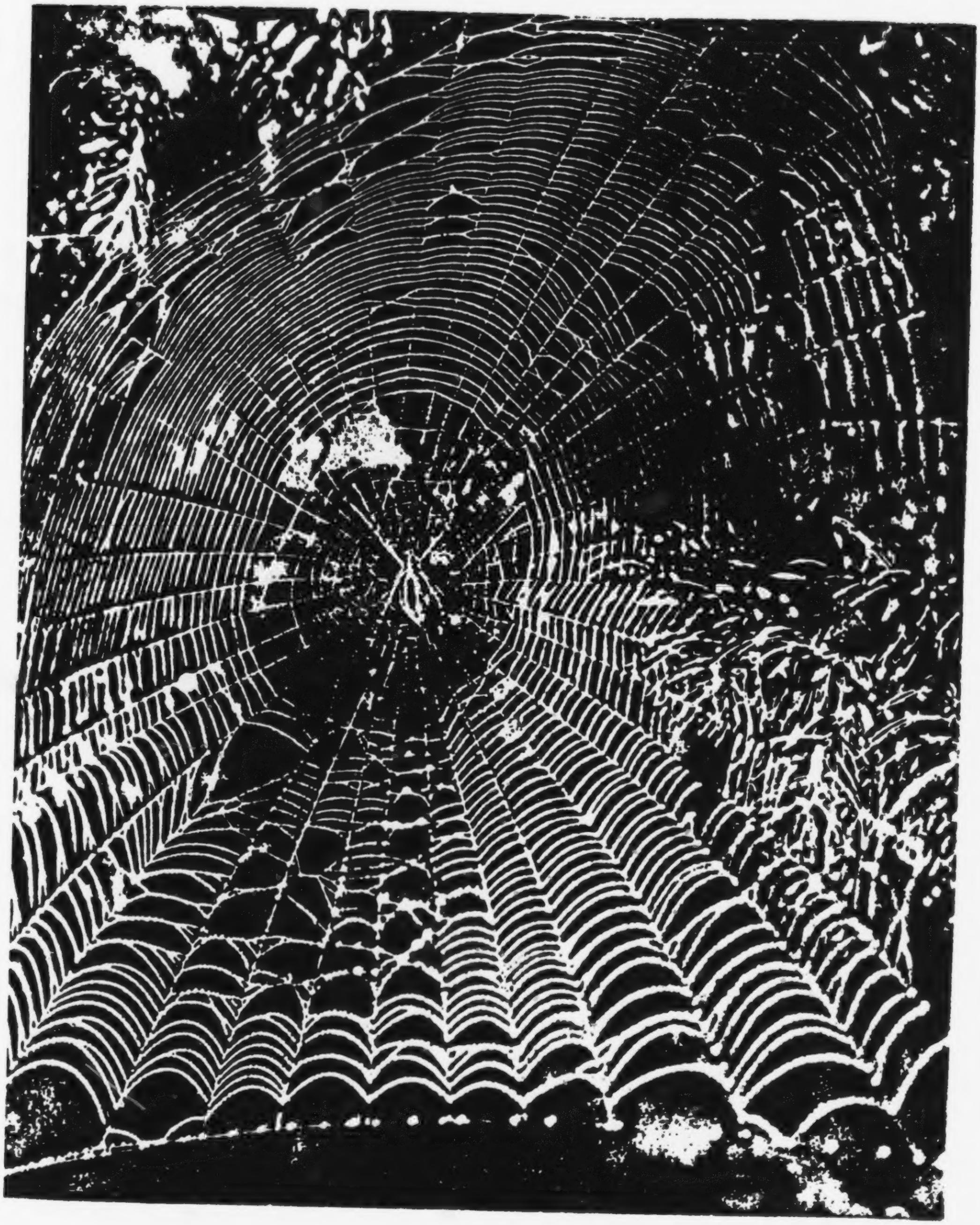
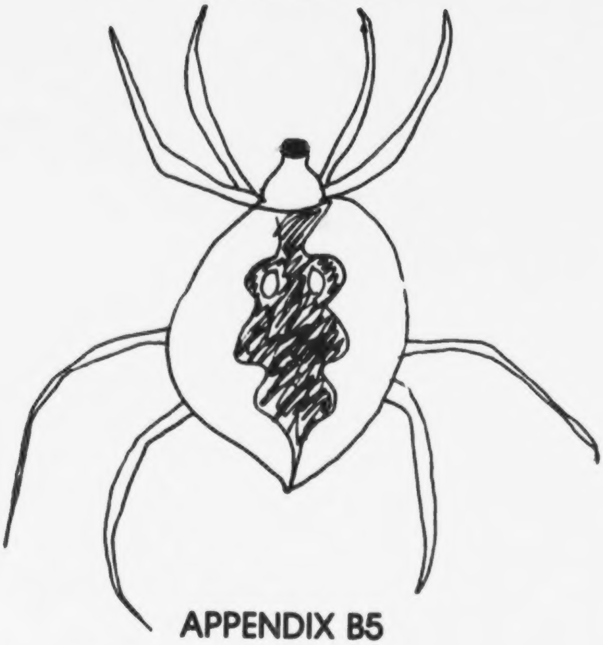
APPENDIX B3

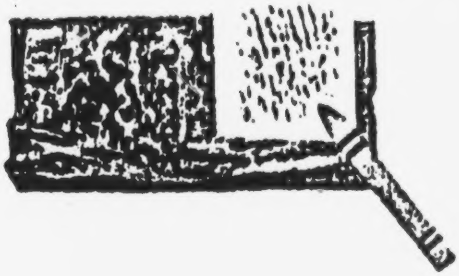


APPENDIX B4

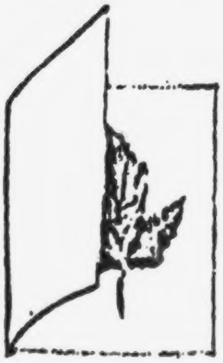


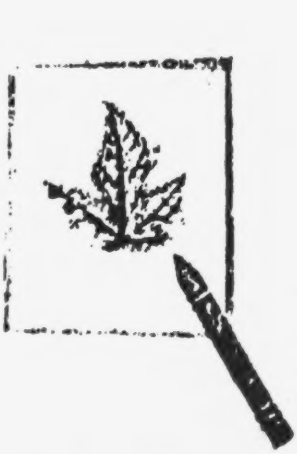
APPENDIX B5

- Place a sheet of paper over a flat piece of wood.
- Rub the broad side of a pencil point or crayon back and forth over the paper.
- The lines and bumps in the grain of the wood will show up clearly and make a design.



You can also make a tree or a telephone-pole rubbing. Tape a sheet of paper to the tree or telephone pole and rub the paper with pencil or crayon.





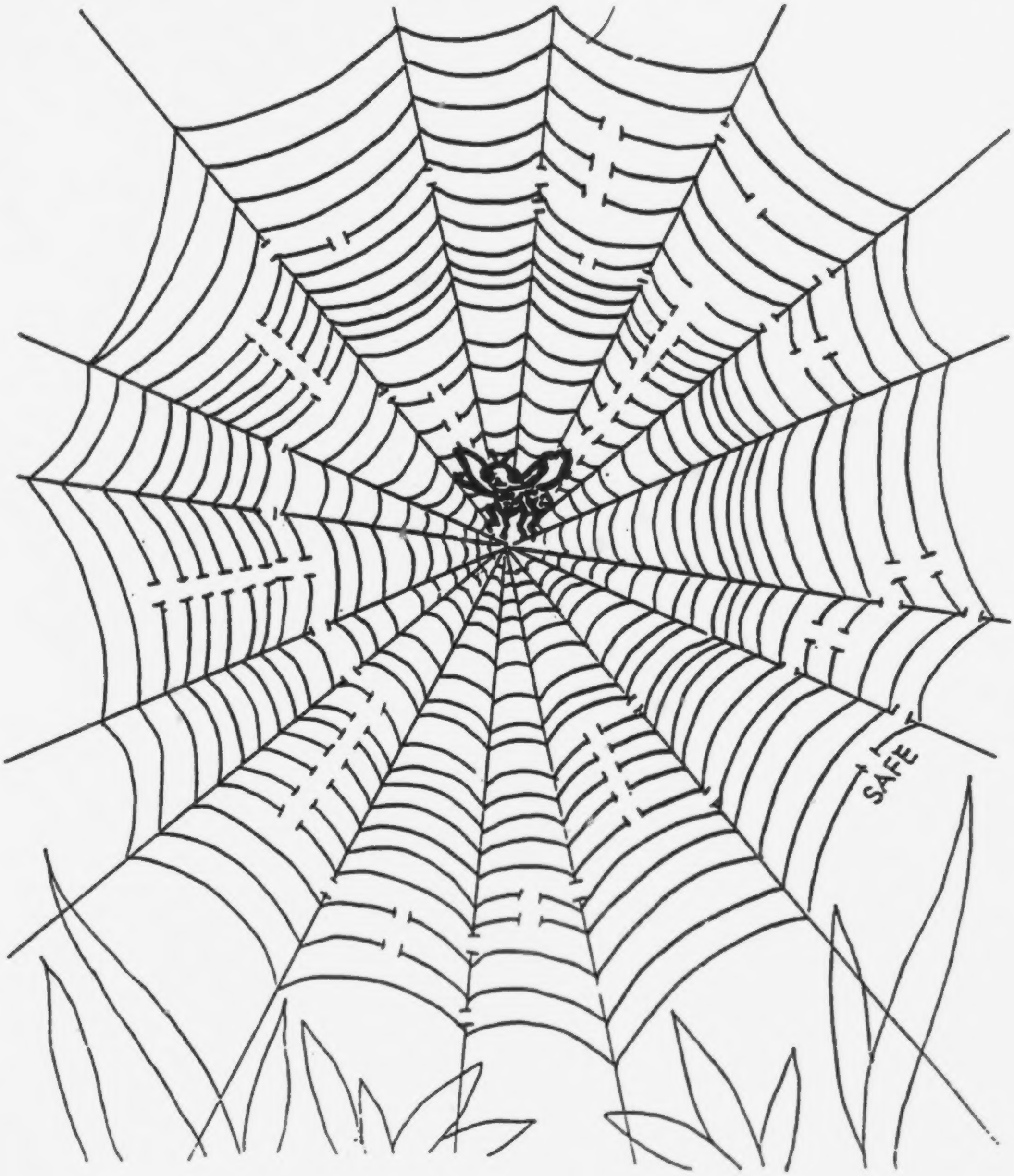
- For leaf rubbings, place a leaf with the veins up between a fold of white paper. Rub the paper with a pencil or crayon and the design will show up.

Try making rubbings with stones, shells, and other objects you find.

From Goldie Taub Chernoff, *Pebbles and Pods — A Book of Nature Crafts* (New York: Walker and Company, 1974), p. 4.

GAME

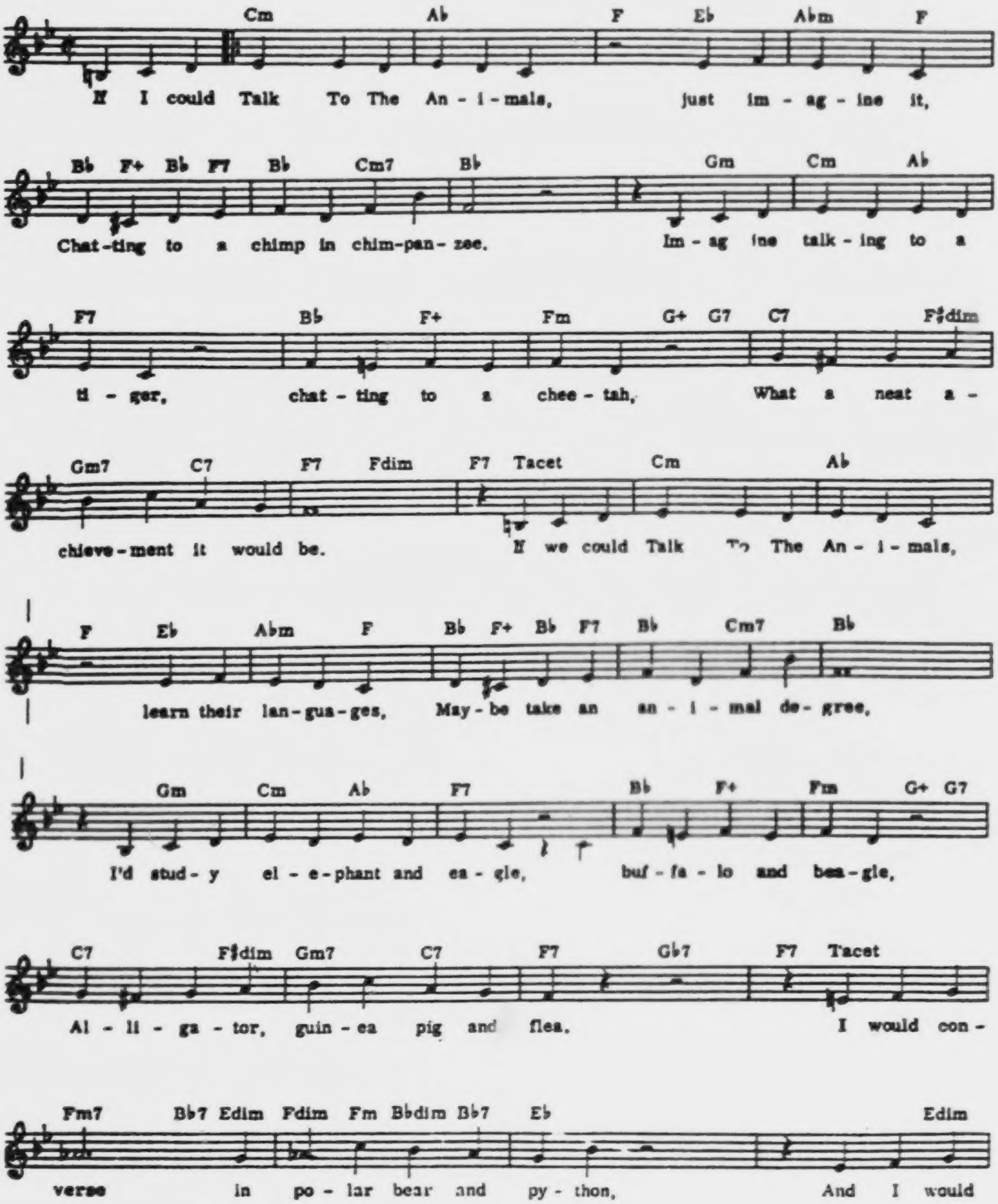
Help the fly escape from the spider's web.
Use a pencil and find a path for the fly to follow.
Help the fly get to the "safe" spot.

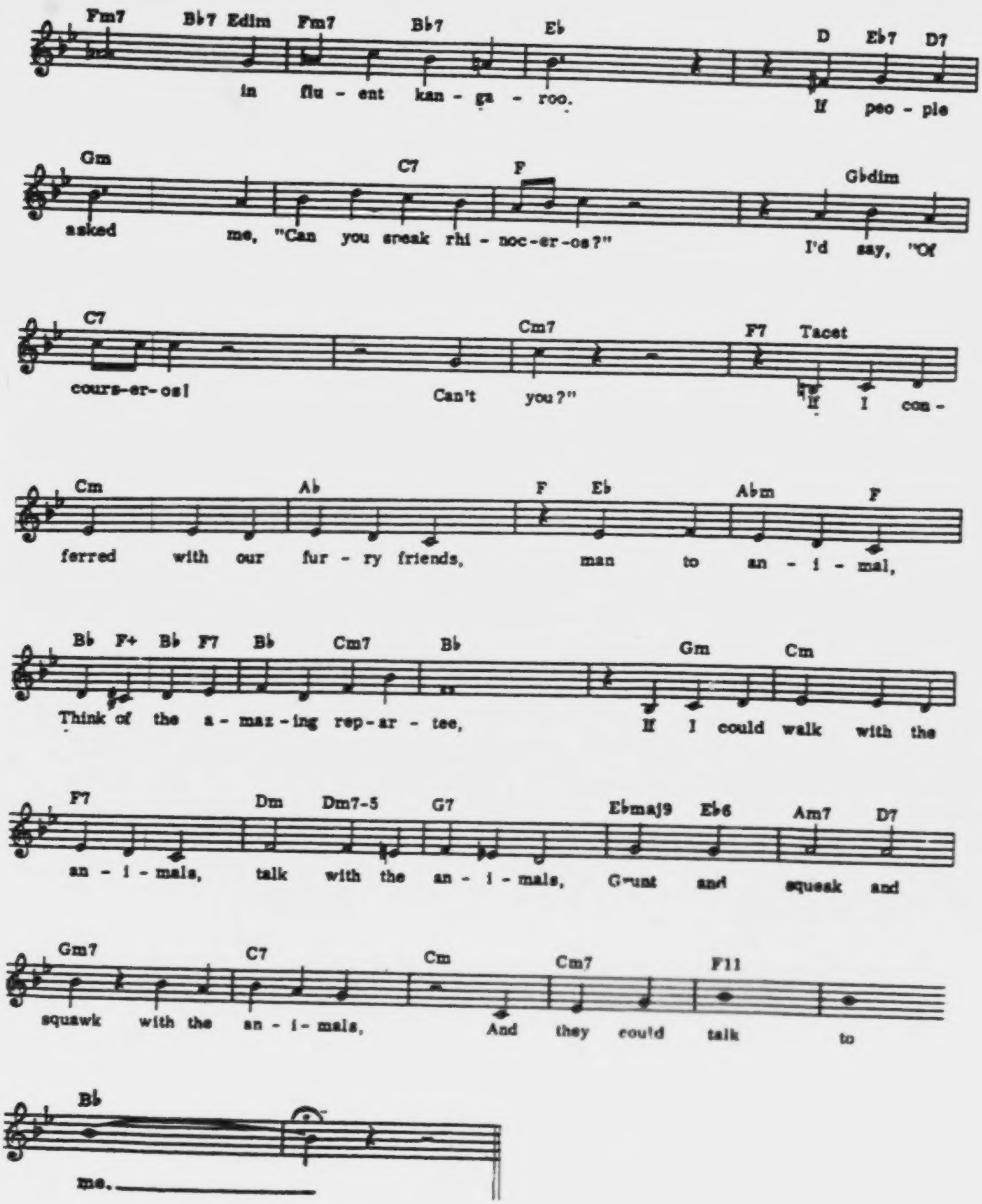


APPENDIX B7

TALK TO THE ANIMALS

Words and Music by
LESLIE BRICUSSE


Cm Ab F Eb Abm F
If I could Talk To The An - i - mals, just im - ag - ine it,
Bb F+ Bb F7 Bb Cm7 Bb Gm Cm Ab
Chat - ting to a chimp in chim - pan - zee. Im - ag ine talk - ing to a
F7 Bb F+ Fm G+ G7 C7 F♯dim
ti - ger, chat - ting to a chee - tah, What a neat a -
Gm7 C7 F7 Fdim F7 Tacet Cm Ab
chieve - ment it would be. If we could Talk To The An - i - mals,
F Eb Abm F Bb F+ Bb F7 Bb Cm7 Bb
learn their lan - gua - ges, May - be take an an - i - mal de - gree,
Gm Cm Ab F7 Bb F+ Fm G+ G7
I'd stud - y el - e - phant and ea - gle, buf - fa - lo and bea - gle,
C7 F♯dim Gm7 C7 F7 Gb7 F7 Tacet
Al - li - ga - tor, guin - ea pig and flea. I would con -
Fm7 Bb7 Edim Fdim Fm Bbdim Bb7 Eb Edim
verse in po - lar bear and py - thon, And I would


Fm7 Bb7 Edim Fm7 Bb7 Eb D Eb7 D7
in flu - ent kan - ga - roo. If peo - ple
Gm C7 F Gbdim
asked me, "Can you sneak rhi - noc-er-os?" I'd say, "Of
C7 Cm7 F7 Tacet
cours-er-os! Can't you?" If I con -
Cm Ab F Eb Abm F
ferred with our fur - ry friends, man to an - i - mal,
Bb F+ Bb F7 Bb Cm7 Bb Gm Cm
Think of the a - maz - ing rep - ar - tee, If I could walk with the
F7 Dm Dm7-5 G7 Ebmaj9 Eb6 Am7 D7
an - i - mals, talk with the an - i - mals, Grunt and squeak and
Gm7 C7 Cm Cm7 F11
squawk with the an - i - mals, And they could talk to
Bb
me.

From Leslie Bricusse (Ed.), *Dr. Doolittle Vocal Selections* (New York: CBS Songs, 1967), pp. 24-28.

APPENDIX B8

FEATURES OF CREATURES

Creature	Where It Lives	What It Eats	How It Moves	How It Sounds

(Teacher and children continue to fill out chart.)

APPENDIX B9

JUMP OR JIGGLE

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Rabbits hop
Horses clop

Snakes slide
Sea gulls glide

Mice creep
Deer leap

Puppies bounce
Kittens pounce

Lions stalk-
But-
I walk!

Evelyn Beyer

APPENDIX B10

Other modeling materials

If natural clay is unavailable, **homemade modeling compounds,** which are next in suitability for very young children, may be substituted. Be sensitive, however, to the fact that the world's food supplies are limited and should be used sparingly, if at all, for non-nutritive purposes.

Children will enjoy preparing these homemade clays, which can be colored or used in their natural state. Store them in the refrigerator to extend their life.

Self-hardening dough clay (baker's clay)

1½ c. salt
4 c. flour
1½ c. water
1 tsp. alum (as preservative when clay is not baked)

Mix the dry ingredients together in a plastic bowl, then add the water gradually. When it forms a ball around the spoon, knead the dough well, adding water if it is too crumbly. This clay can also be baked.

Soft dough clay (nonhardening)

Follow the previous recipe but add one-half cup cooking oil and reduce the amount of water to one cup.

Cornstarch clay (hardens to a smooth finish)

1 c. water
3 c. salt
1 c. cornstarch

Mix the water and salt and place the pan over medium heat. Gradually mix in the cornstarch and heat until the mixture thickens into a mass. Cool the clay on a piece of aluminum foil before kneading.

To add color to any of these recipes with the least mess, place the clay in a strong plastic bag. Drop in approximately three to four drops of food color or two teaspoons of tempera per cup of clay. Knead the color into the mixture by squeezing the bag until the color is evenly distributed.

From Lila Lasky and Rose Mukerji, *Art Basics for Young Children* (Washington, DC: National Association for the Education of Young Children, 1980), p. 80.

APPENDIX B11

I WON'T HATCH!

Oh I am a chickie who lives in an egg,
But I will not hatch, I will not hatch,
The hens they all cackle, the roosters all beg,
But I will not hatch, I will not hatch,
For I hear all the talk of pollution and war,
As the people all shout and the airplanes roar,
So I'm staying in here where it's safe and it's warm,
And I WILL NOT HATCH!

Shel Silverstein

From Shel Silverstein, *Where the Sidewalk Ends* (New York: Harper and Row, 1974), p. 127.

APPENDIX B12

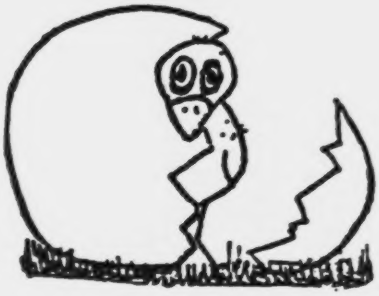
SIGNS OF POLLUTION

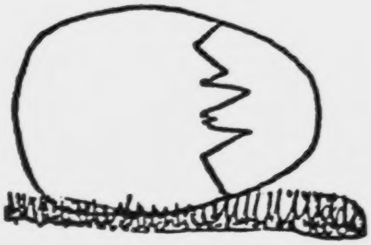
Problem	Reason	Effect	What We Can Do
Litter	People do not place garbage in litter baskets.	The appearance of the neighborhood is spoiled.	We will always place garbage in cans, trash bags, or litter baskets. We will remind our friends and family to do the same.
Noise	(Teacher and children will complete chart together.)		
Smoke			
Graffiti			

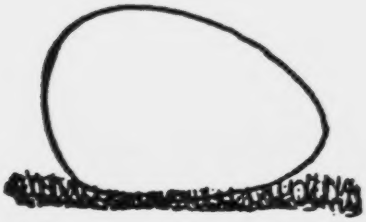
APPENDIX B13

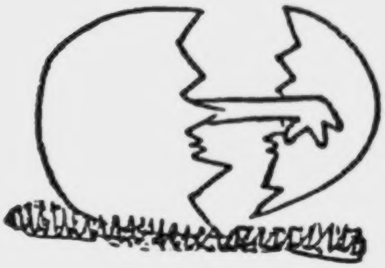
A HATCHED EGG

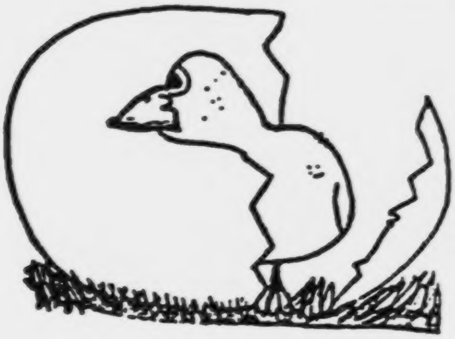
- Cut out the pictures
- Arrange any way you like to tell a story
- Tell or write a story about your arrangement.

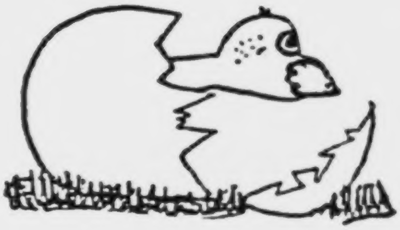












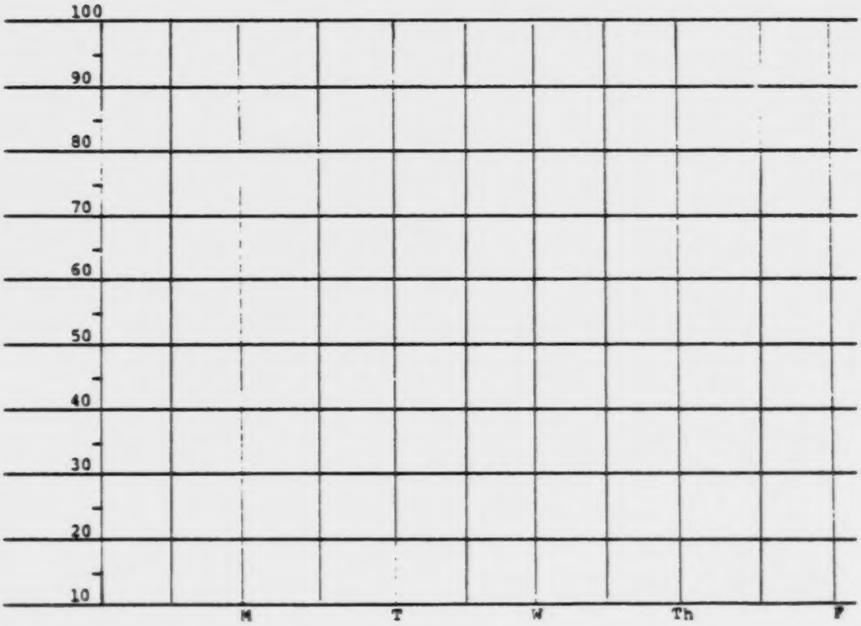
APPENDIX B14

PREDICTION CHART

Day	Source	Forecast	Actual Weather Conditions
M	Channel 5 WNEW	Snowy, cloudy cold - - 30's	No snow, sunny -high 28° cold -low 21°
T	(Teacher and "Daily Weather Reporters" will complete chart.)		
W			
Th			
F			

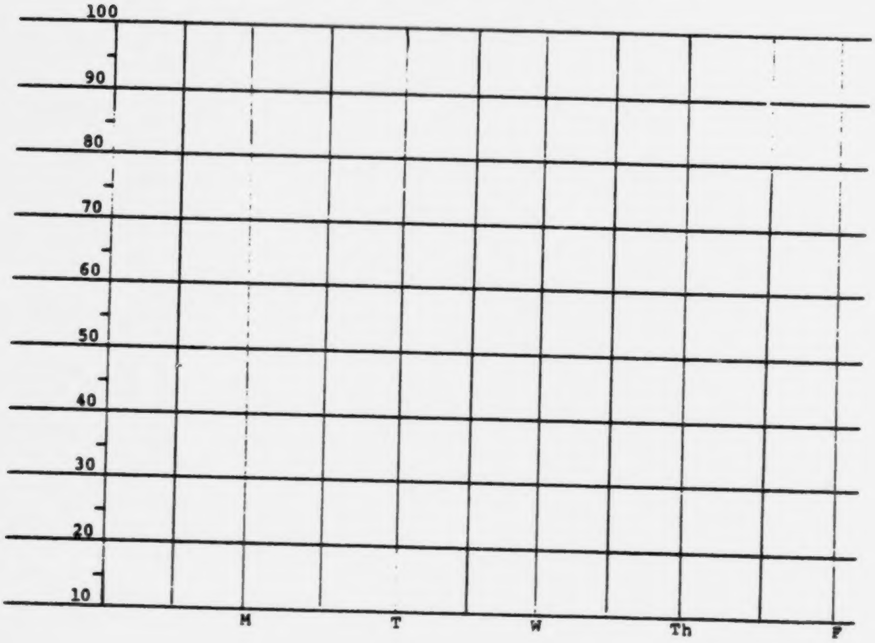
APPENDIX B15

GRAPH THE HIGHEST TEMPERATURE FOR EACH DAY.



APPENDIX B16

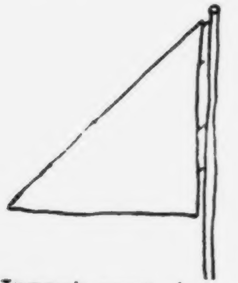
GRAPH THE LOWEST TEMPERATURE FOR EACH DAY.



APPENDIX B17

How To Make A Milk Container Boat

1. Cut down individual 1/2 pint container so that sides are 2" high.
2. Place small wad of play clay in bottom of milk container.
3. Tape right triangle (of paper) to straw, coffee stirrer, or wood slat, as below, for mast.



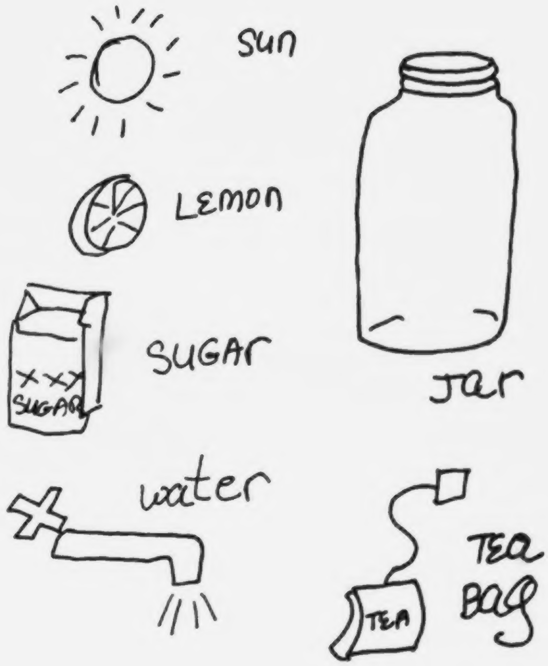
4. Insert mast into play clay.

APPENDIX B18

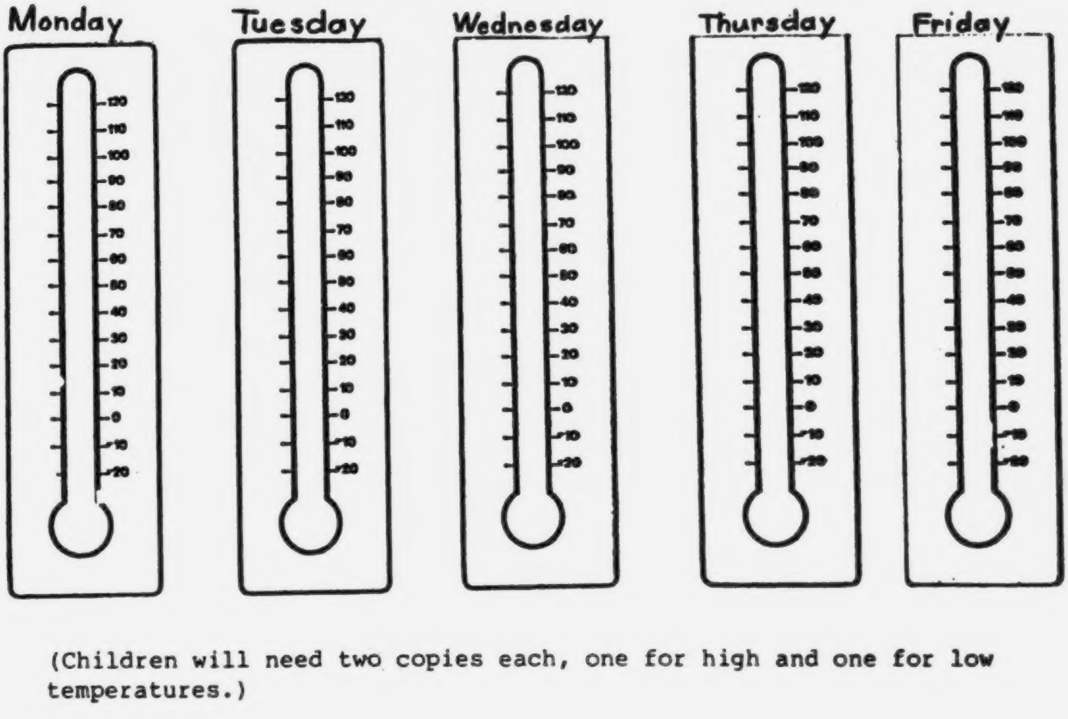
Solar Tea

The sun is one of our greatest gifts from nature. It can be used to help produce things we all value and enjoy. By combining water and tea bags in a clear jar, we can watch as the sun helps to produce a refreshing drink for all to share.

On a bright, sunny morning, fill a large jar with water. (Mayonnaise jars from the cafeteria are the greatest!) Place 8-10 tea bags in the water and close the lid. Set the jar in direct sunlight and observe occasionally as the water gets darker. By afternoon the tea should be ready.

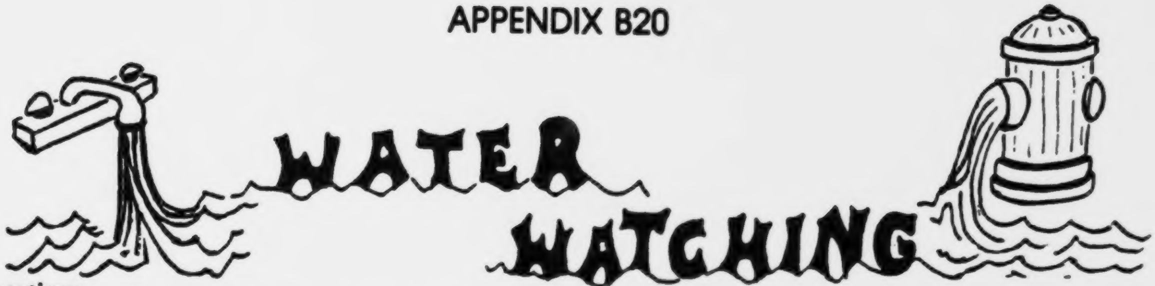

sun
LEMON
XXX SUGAR
SUGAR
jar
water
TEA
TEA BAG

APPENDIX B19


Monday
Tuesday
Wednesday
Thursday
Friday
120
110
100
90
80
70
60
50
40
30
20
10
0
-10
-20

(Children will need two copies each, one for high and one for low temperatures.)

APPENDIX B20



Directions: The pictures above show some of the ways we waste water. On the lines below list some of our uses for water and put a check showing whether that use is absolutely necessary, hard to do without or could be given up easily. One example has been done.

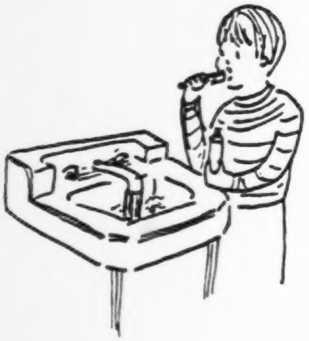
Activity:

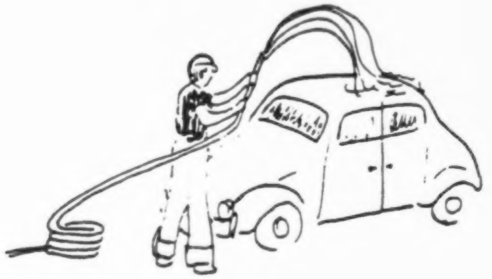
	Absolutely necessary	hard to do without	could be given up easily
1. drinking			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Additional Activites:

1. The pictures at the bottom of the page show how water is wasted in brushing your teeth and washing a car. Draw a picture showing how you can save water in each of these activities.

2. Choose five uses for water and explain how water could be conserved during that use.





Student Objectives:

to become aware of the need to conserve water

to discover ways of conserving water in daily living

Suggestions to Teacher:

The booklet Be A Water Watcher *(New York City Board of Education, 1981) has many resources, lessons and suggested activities for teaching about water conservation. These are for various subject areas and levels.*

After students have discovered how to save water on their own, you might want to distribute or have students make a "Water Report Card."

WATER REPORT CARD

	YES	NO
Do you have dripping faucets in your house?		
Do you let the water run while brushing your teeth?		
Do you take baths rather than showers?		
Do you leave faucets running when they are not being used?		
Do your parents wash the car more than once a month?		
Does your father or brother leave the faucet running while shaving?		
Do your parents water their lawn or garden every day?		

It is also very important for students to understand that when it is raining in New York City, it may not be raining in the areas which supply water to our resevoirs.

Suggested Activity:

Keep a bulletin board with a cut-away picture of the reservoirs into which strips of water are added or subtracted to correspond to the percentage of water in the reservoirs.

From Division of Curriculum and Instruction, *Citizenship in New York City* (Brooklyn, NY: New York City Board of Education, 1982), pp. 287-288.

APPENDIX C1

THE LIBRARY

It looks like any building
When you pass it on the street,
Made of stone and glass and marble
Made of iron and concrete.

But once inside you can ride
A camel or a train,
Visit Rome, Siam, or Nome,
Feel a hurricane,
Meet a king, learn to sing,
How to bake a pie,
Go to sea, plant a tree,
Find how airplanes fly,
Train a horse, and of course
Have all the dogs you'd like,
See the moon, a sandy dune,
Or catch a whopping pike.
Everything that books can bring
You'll find inside those walls.
A world is there for you to share
When adventure calls.

You cannot tell its magic
By the way the building looks,
But there's wonderment within it,
The wonderment of books.

Barbara A. Huff

APPENDIX C2A — C2E

Before The Tour

In preparation for the library tour, the teacher engages the children in these suggested classroom activities and games for a period of 1-2 weeks. (Appendices C2A through C2E). For all these activities, the teacher displays at least six books which are familiar to the children. Suggested books are listed in the bibliography of this manual. The display should include a storybook, a dictionary, a fairytale, two nonfiction books related to the curriculum content area, and a biography. The same books may be used for all of the following activities.

APPENDIX C2A

TITLE - AUTHOR

The teacher displays the books and asks the children to name each book. The teacher elicits from the children that the name of the book is called the TITLE. The teacher explains that someone wrote the book and that person's name is printed on the cover and inside the book. The teacher elicits that the person who wrote the book is called the AUTHOR. The teacher shows where each author's name is printed. Children and the teacher develop a chart.

TITLE - AUTHOR

1. Title Cinderella
   Author Charles Perrault

2. Title The Real Book of Magnets
   Author Sonia Muller

3. Title Gilberto And The Wind
   Author Marie Hall Ets

4. Title Columbus
   Author Ingri D'Aulaire and Edgar Parin

APPENDIX C2B

"Guess My Title"

The children play "Guess My Title" to learn the categories of fiction and nonfiction.

The teacher refers the children to a display of six books. A child is chosen to describe one of the books. The child is encouraged to describe as many characteristics of the book as possible without stating the title.

SUGGESTED QUESTIONS TO HELP CHILD DESCRIBE THE BOOK

Is the book about something real or make-believe?
Are there characters? Who are the characters?
What information does the book give you?
What is the book about?

The child who identifies the book gets the next turn to choose and describe a different book. Encourage the child to tell what clues were important in identifying the correct book.

Continue the game until the six books have been described and identified.

APPENDIX C2C

What's My Category?

Code
Fiction - F
Nonfiction - NF

Write F or NF on the line under each book to identify its category.

HOW TO BAKE A CAKE	CURIOUS GEORGE	MY SECOND GRADE DICTIONARY	THE SNOWY DAY	THE LIFE OF ABRAHAM LINCOLN
______	______	______	______	______
REAL BOOK OF AIRPLANES	JACK AND THE BEANSTALK	HOW MAGNETS WORK	CINDERELLA	THE LIFE OF CHRISTOPHER COLUMBUS
______	______	______	______	______

(This worksheet is designed as an independent activity in a learning center.)

APPENDIX C2D

The teacher makes a chart cooperatively with the children to summarize the lesson.

TITLES OF BOOKS	CHARACTERISTICS	FICTION	NONFICTION
Cinderella	. make-believe . fairy godmother . magic wand . pumpkin becomes coach	This is a fairy-tale, a make-believe story.	
The Real Book of Magnets	. facts about magnets . things to do . things to make . how things work		This book gives us facts.
Gilberto And The Wind	. could be a real boy . plays in the wind . flies a kite . a made-up story	This is a story that is made up, but has real parts.	
The Many Lives of Benjamin Franklin	. what he did that made him famous . a real person's life story		This is a biography about Benjamin Franklin.
My Second Grade Dictionary	. words . meanings . alphabetical order		This book gives us information about words.

APPENDIX C2E

The Librarian

The teacher asks the children to recall their experiences in the library and elicits information about the job of a librarian:

- helps people find the books they want
- keeps the books arranged in order so we can find them easily
- reads to children
- tells stories in other ways (filmstrips, flannel board, puppets)

The teacher records information on an experience chart.

APPENDIX C3

In the Library

The teacher and/or librarian conduct the tour of FICTION and NONFICTION sections of the library and show children representative books from each category. The children discuss the characteristics of these books and the way they are categorized.

The children answer the true/false statements on the Tour Survey Sheets.

TOUR SURVEY SHEET

Name ______________________________ Date ____________

Check (✓) the right box next to the sentence.

We found fiction books.	Yes ☐	No ☐
Make-believe stories are fiction books.	Yes ☐	No ☐
A dictionary is fiction.	Yes ☐	No ☐
We found nonfiction books.	Yes ☐	No ☐
Information about real things is in nonfiction books.	Yes ☐	No ☐
Fairytales are books of nonfiction.	Yes ☐	No ☐
We found biography books.	Yes ☐	No ☐
A book about the life of a real person is a biography.	Yes ☐	No ☐
A book that gives information about words is a biography.	Yes ☐	No ☐

APPENDIX C4

About Books In The Library

(independent classroom worksheet)

NAME ______________________________ DATE ______________________

Choose the correct word from the list to complete each sentence.

fiction
librarian
books
nonfiction
author
library
biography
title
special

1. A place to get books is called a ______________.

2. There are many kinds of ________________ in the library.

3. ____________ books are stories made up by the author.

4. ____________ books give us facts.

5. A ____________ tells us about the life of real person.

6. The person who takes care of the library is the ________________.

7. The __________________ is the name of the book.

8. The __________________ is the person who wrote the book.

9. Books in the library are in _______________ places.

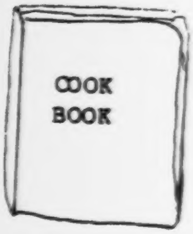
APPENDIX C5

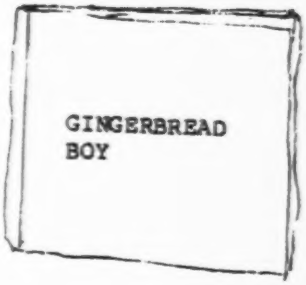
HELP THE LIBRARIAN
(independent classroom worksheet)

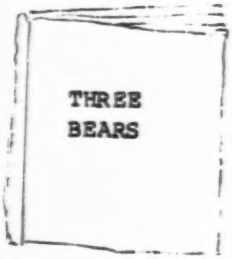
Cut out the books. Put them on the right shelves.

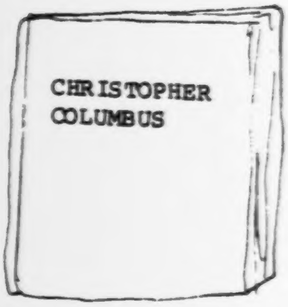
FICTION BOOKS

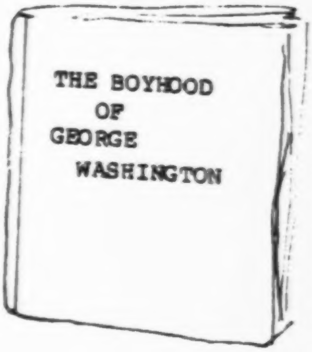
NONFICTION BOOKS

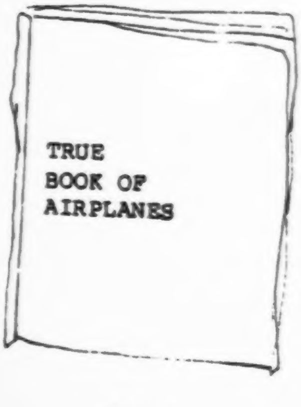



GINGERBREAD
BOY


THREE
BEARS


CHRISTOPHER
COLUMBUS


THE BOYHOOD
OF
GEORGE
WASHINGTON


TRUE
BOOK OF
AIRPLANES

APPENDIX C6

SUGGESTED POEMS

SISTER LETTIE'S READY

A wonderful thing happened to my
  sister Lettie, it did;
Instead of hair, she grew a lot of
  spaghetti, she did.
And now whenever she wants a
  snack at night, she does,
She simply combs it down and
  takes a bite, she does.

Shel Silverstein

From Shel Silverstein, *Where the Sidewalk Ends* (New York: Harper and Row, 1974), p. 127

WHEN I LAUGH

When I laugh
I feel all tickly inside...
And bubbly

And smiley
And jiggly
And my shoulders hunch
Up and down
When I feel
All tickly inside.

When I laugh
I feel all tickly outside...
And ripply
And twinkly
And wiggly
And my shoulders hunch
Up and down
When I feel
All tickly outside.

Billie M. Phillips

Reprinted with permission of the publisher, Allen Raymond, Inc., Darien, Connecticut 06820. From the April 1985 issue of *Early Years/K-8*.

INDIAN CHILDREN

Where we walk to school each day
Indian children used to play--
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple--
Only woods and Indian people.

Only wigwams on the ground,
And at night bears prowling round.
What a different place today
Where we live and work and play!

Annette Wynne

From Miriam Blanton Huber (Ed.), *Story and Verse for Children* (New York: The Macmillan Company, 1955).

YELLOW

Green is go,
and red is stop,
and yellow is peaches
with cream on top.

Earth is brown,
and blue is sky;
yellow looks well
on a butterfly.

Clouds are white,
black, pink, or mocha;
yellow's a dish of
tapioca.

David McCord

From Jack Prelutsky (Ed.), *Random House Book of Poetry* (New York: Random House, 1983), p. 220.

SKYSCRAPERS

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?

Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

Rachel Field

Reprinted with permission of Macmillan Publishing Company from *Poems by Rachel Field* (New York: Macmillan, 1957).

SHADOW DANCE

O Shadow,
Dear Shadow,
Come, Shadow,
And dance!
On the wall
In the firelight
Let both of
Us prance!
I raise my
Arms, thus!
And you raise
Your arms, so!
And dancing
And leaping
And laughing
We go!
From the wall
To the ceiling,
From ceiling
To wall,
Just you and
I, Shadow,
And none else
At all.

Ivy O. Eastwick

From Childcraft *The How and Why Library* (Chicago: Field Enterprises Educational Corporation), p. 83.

APPENDIX C7

READING PICTURES

Brainstorm with children about details in illustrations from various books. Elicit suggestions about color, shapes, content, type (photograph, line drawing, water color, painting, graph, map).

Divide the class into five committees. Give a different book to each committee. Each child gets a survey form.

Children discuss the illustrations in their book. Committees share their findings.

SURVEY FORM

NAME ______________________________ DATE ______________________

TITLE ______________________________ ILLUSTRATOR ______________________

READING PICTURES

WRITE FIVE THINGS THAT YOU SEE IN THE ILLUSTRATIONS OF YOUR BOOK.

1) ____________________ 2) ____________________ 3) ____________________

4) ______________________ 5) ______________________

PUT A (✓) NEXT TO THE SENTENCES WHICH TELL ABOUT YOUR BOOK.

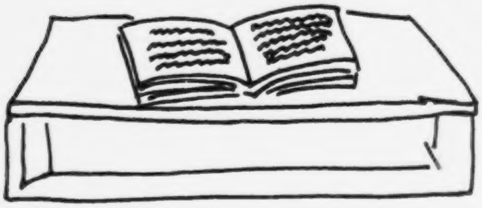
______ The illustrations are in black and white.
______ The illustrations are in color.
______ The illustrations make me feel happy.
______ The illustations make me feel sad.
______ The illustrations make me laugh.
______ The illustrations tell what is written in the story.

What else can you tell about the illustrations in your book?

APPENDIX C8

Test-Taking Skills

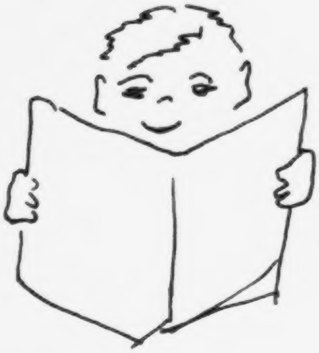
Check the sentence that matches the picture.



_____ The book is open on the shelf.

_____ There are many books.

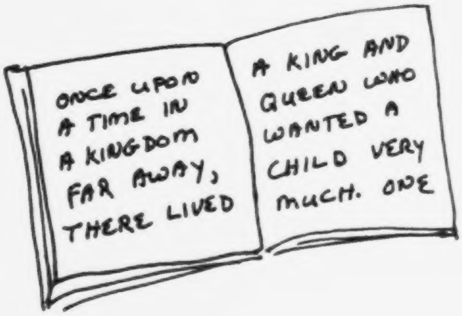
_____ There are many shelves.



_____ Mother is reading a story.

_____ The boy is reading a book.

_____ The book is on the floor.


ONCE UPON
A TIME IN
A KINGDOM
FAR AWAY,
THERE LIVED
A KING AND
QUEEN WHO
WANTED A
CHILD VERY
MUCH. ONE

_____ There are words on the page.

_____ There are no words on the page.

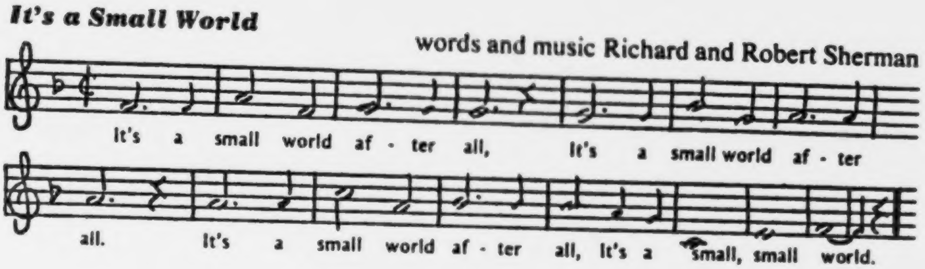
_____ There are many numbers.

APPENDIX C9

Ethnic Heritage
1. Chinese
2. Japanese
3. Korean
4. Vietnamese
5. Indian
6. African
7. Puerto Rican
8. Haitian
9. Greek
10. Italian
11. Irish
12. Jewish
13. Scandinavian
14. Ukranian
15. American
16. Native American
17. West Indian
18. Arabic

APPENDIX C10

It's a Small World)


It's a Small World

words and music Richard and Robert Sherman

It's a small world af - ter all, It's a small world af - ter
all. It's a small world af - ter all, It's a small, small world.

APPENDIX C11

Suggested Ways to Relate Folk Tales

- read the adapted version in this guide
- use a picture book version
- show filmstrip or film
- play a cassette tape or record
- make a puppet show
- use the overhead projector and acetates
- use the opaque projector and story book
- tell the story from memory
- show a series of illustrations

Suggested Related Activities

After the teacher relates the first folk tale, the entire class participates in one of the following activities.

After subsequent folk tales, the class may be divided into groups. Each group chooses a different activity, and the children choose the group they want to work with. When the activities are completed, the children share their accomplishments.

- draw a series of original illustrations to tell the story
- dramatize the story
- illustrate placemats
- paint a mural
- make masks
- write original poetry about the characters, setting and/or mood of the folk tale
- make a mobile
- create a collage
- design a diarama
- create puppets
- retell the story
- make a flannel-board story

APPENDIX C12

The Sun and The Moon

An African Folk Tale

Once long ago the sun and the moon shared the sky. They each had many children. The moon's children were the stars and the sun's children were many little suns of different colors. The sky was very crowded.

One day the sun said to the moon. "We have no room in the house of the sky. It is time our children found a place of their own."

"All right," agreed the moon. "Let us take the children down to the earth."

Then the moon thought. "I will trick the sun. When his children have gone to the earth, I will have room in the sky for my children." So the moon filled a large sack with stones and told his children to hide.

The sun gathered his children into a large sack and then the sun and the moon went down to the earth. The sun and the moon emptied their sacks at the edge of a river and went back to the sky.

That night the sun saw the moon and all his children shining in the sky. He was very angry. He pulled the moon from the sky and roared at him. "Why have you kept your children in the sky and mine are gone?"

"Look," said the moon, "there are your children."

The sun looked down and saw on the riverbank hundreds of sunflowers. They turned their faces up to him.

"Are you happy?" the sun called down. "Yes," they answered, "on the earth we have children to play with us. And we can see you as you move across the sky."

So the sun let the moon and his children stay in the sky. But he would no longer share with them. And that is why we have day and night.

APPENDIX C13

How Rabbit Fooled the Elephant and the Whale

An American Folk Tale

One day little Brother Rabbit was running along liperty, liperty, when he heard the Whale and the Elephant talking. And this is what they were saying: 'You are the biggest animal on land, Brother Elephant,' said the Whale, 'and I'm the biggest animal in the sea. If we join forces, we can rule all the other animals in the world, and have our own way about everything.'

'Very good, very good,' trumpeted the Elephant, 'that suits me, Brother Whale. We'll do that.'

'You won't rule ME,' thought little Brother Rabbit, and away he ran and fetched a very long, very strong rope. He took out his big drum and hid it in the bushes. Then he walked along the shore till he met the Whale.

'Brother Whale, you're the strongest animal in the sea,' he said. 'Please will you come and help me pull my cow? She's stuck in the mud a mile from here and I can't pull her out.'

'I'll help you, little brother,' said the Whale, fairly bursting with pride.

'Then I'll tie the end of this rope to you,' said the Rabbit, 'and I'll tie the other end of it to my cow. When all is ready I'll beat on my drum, then you'll know it is time to pull on the rope. You'll have to pull very hard for my cow is very heavy and she's stuck very deep in the mud.'

'Huf!' said the Whale. 'Just leave it to me. I'll have her out in no time!'

So little Brother Rabbit tied the rope to the Whale and off he ran liperty, liperty, till he came to the Elephant.

'Brother Elephant, you are the biggest animal on land,' he said, 'please will you help me. My cow is stuck in the mud a mile from here and I can't pull her out.'

'I'll help you! I'll pull her out!' trumpeted the Elephant. 'No trouble at all!'

'Then I'll tie the end of this rope to you,' said the Rabbit, 'the other end is already tied to my cow. But first I'll go back and make sure it is secure, and when all is ready I'll beat on my drum. When you hear that, pull! Pull as hard as you can for my cow is very heavy!'

'Just leave it to me,' said the Elephant grandly, 'I could pull twenty cows!'

'Of course you could,' said little Brother Rabbit, 'only be sure to pull gently at first, then harder and harder till you get her.'

When he had tied the rope tightly round the Elephant's trunk, Brother Rabbit ran off into the bushes. There he beat his drum.

The Whale began to pull, and the Elephant began to pull. They pulled and pulled till the rope tightened and was stretched as hard as could be.

'Goodness,' said the Elephant, 'this must be a heavy cow!'

'Gracious!' said the Whale. 'This cow is stuck mighty fast!' He drove his tail deep into the water and pulled and pulled. He pulled harder and the Elephant pulled harder.

Soon the Whale found himself sliding towards the land, for the Elephant had managed to turn the rope round his trunk. This made the Whale so cross with the 'cow' that he dived head first into the water, right down to the bottom of the sea. That WAS a pull.

The Elephant was jerked off his feet, and came slipping and sliding down the beach, into the surf. He was terribly angry.

He braced himself with all his might, and pulled as hard as he could. Up came the Whale out of the water.

'Who's pulling me?' spouted the Whale.

'Who's pulling me?' trumpeted the Elephant.

AND THEN THEY SAW EACH OTHER.

'I'll teach you to fool me!' fumed the Whale.

'I'll teach you to play "cow"!' trumpeted the Elephant.

Then they began to pull again. This time the rope broke. The Whale turned a somersault, and the Elephant fell over backwards.

The Elephant wouldn't speak to the Whale, and the Whale wouldn't speak to the Elephant. So the pact between them was broken.

As for little Brother Rabbit, he sat in the bushes and laughed and laughed and laughed.

From Norah Montgomerie (Ed.), *To Read and To Tell* (New York: ARCO Pub. Co., 1964) pp. 121-124.

APPENDIX C14

ALADDIN AND THE WONDERFUL LAMP

An Arabian Folk Tale

Aladdin was a careless, idle boy who played all day long in the streets.

One day while he was playing, a stranger asked him if he was the son of Mustapha. Aladdin said he was, but that his father died a long time ago. The stranger, a famous magician, kissed Aladdin and tricked him by saying he was his uncle.

Aladdin ran home and told his mother what happened. She did not think this man was Aladdin's uncle, but soon trusted him because he was very kind to Aladdin.

One day the magician took Aladdin for a walk in a beautiful garden. When they got tired and stopped to rest, the magician built a fire. Suddenly he threw powder on it while saying some magic words. The earth shook and shook; then there was a big hole in the ground.

The magician told Aladdin to go down into the hole and bring back the lighted lamp which he would find. Aladdin went into the hole and found the lamp, but refused to give it to the magician.

The magician became very angry and closed the earth over Aladdin. For two days he stayed in darkness. Finally he looked at the lamp and began to rub it. Immediately an enormous genie appeared telling Aladdin that he was the slave of the lamp's owner.

Aladdin wished to be home and in a flash was standing in his house next to his mother.

Aladdin told his mother what had happened. She decided to clean the lamp and sell it since she needed money and did not want to be involved in magic.

But as soon as she rubbed the lamp to clean it, the genie appeared and asked how he could help her. Aladdin's mother wished for food and in a flash there were silver bowls filled with food and silver cups filled with delicious drinks.

WELL, she was astonished!!!

One day the Sultan ordered everyone to close their shutters because his daughter, the princess, had to walk in the street. Aladdin hid behind the door and peeked at the princess. As soon as he saw her he fell in love.

Aladdin begged his mother to go to the Sultan to ask his permission for Aladdin to marry the princess. Before she went she wrapped in a napkin some magic fruit given to her by the genie.

The Sultan asked her what she had in the napkin. When she unfolded the napkin the fruit turned into jewels. She presented the jewels to the Sultan. He was amazed and then said that he would give his daughter permission to marry Aladdin since he showed how much he valued her by paying such a high price.

The Vizier wanted the princess for his son. He begged the Sultan to postpone her marriage for three months. He hoped his son could present a richer gift at that time. The Sultan granted the Vizier's wish and told Aladdin's mother that she must appear before him again in three months.

Aladdin waited patiently for two months. Then one day his mother went into the city and found everyone rejoicing. She learned that the son of the Grand Vizier was to marry the Sultan's daughter.

Breathless, she ran and told Aladdin. He rubbed the lamp and the genie appeared.

Aladdin told the genie that the Sultan had broken his promise to him, and then commanded the genie to bring the bride and bridegroom to him.

Aladdin told the Vizier's son some terrible things. These things frightened him so much that he decided not to marry the princess.

The Sultan remembered his promise to Aladdin and gave his permission for the princess to marry him.

Aladdin summoned the genie to build a splendid house of jewels for him and the princess to live in.

Aladdin was so kind and good that all the people loved him. He became the captain of the Sultan's army.

The magician heard the news and wanted revenge. He came to town to trick the princess to exchange Aladdin's old magic lamp for a new one that was not magic. Just as he pulled it out of her hands the genie appeared. The magician accidently said the wrong words and was magically whisked out of the palace and very, very, very far away.

Aladdin and his wife lived happily for many years. When the Sultan died, Aladdin succeeded him on the throne, where he reigned for many years, leaving behind him a long line of kings.

APPENDIX C15

Tikki Tikki Tembo

A Chinese Folk Tale

Long, long ago in China, it was a custom that the first-born son be honored with a very long name. The second son was given hardly any name at all.

In a small Chinese village a mother lived with her two sons. The first-born son was honored with the name, Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo. This name meant "the most wonderful thing in the whole wide world!" The second son was named "Chang."

One day, the two brothers were playing near a well, and as Chang ran to catch a ball, he fell into the well.

Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo ran to get the old man who lived close by. He got his ladder and helped Chang out of the well. It took only a few minutes and Chang had hardly gotten wet.

For many months the boys did not go near the well. But after that they forgot about the danger. One day they took a picnic basket and sat near the well eating sweet rice cakes.

And as Chang was picking up the basket, Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo fell into the well.

Chang ran to tell his mother. He was so frightened he said, "Honorable Mother! Chari bari rembo tikki tikki has fallen into the well!" His mother did not realize what he said and replied, "Bad-mannered Son. You must not mix up your brother's name. It does not show respect. Tell me again properly."

Chang was out of breath and it took quite some time before he could say, "Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo has fallen into the well." When his mother realized what had happened she told him to run and old the man with the ladder.

When Chang got to the old man and told him Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo had fallen into the well, the man was sleeping. Not realizing what Chang said the old man made him repeat it. It was a long time before time before Chang could say all of this again.

Finally the old man went with the ladder and got Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo out of the well.

By this time Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo was very cold and wet and tired of holding onto the bucket in the well. He was very ill and many days had to pass before Tikki tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo was healthy again.

From that time on, Chinese parents give all their sons short names only.

APPENDIX C16

The Lion and the Mouse

A Greek Fable (Aesop)

One day a mouse was gathering food in the long grass when he ran across the paws of a sleeping lion. The lion felt the little feet of the mouse even in his sleep and he caught him in his huge paws. The mouse felt every moment would be his last. The lion opened his jaws and was lifting the mouse toward his gleaming white teeth, when the mouse cried out. " Please, great king. I am only a humble little field mouse. But even so I may be able to serve you well some day if you will let me go."

The great lion roared with laughter. "You, a mouse, dare to think I would have need of you!" He laughed again. "Because you have made such a joke, I will let you go." And the lion gently put his paw down in the grass.

"Thank you, great king," said the mouse, and he scurried away.

The next week as the mouse was again searching for food, he heard the roaring of a lion. He followed the sound and saw his friend caught in a net. He was roaring and struggling but the ropes held him fast and he only got more tangled up.

Quickly the mouse ran to his friend and began to gnaw at one strand of the net. Nibble, nibble, nibble went his tiny teeth. Soon one of the ropes was gnawed clear through. Nibbble, nibble , nibble, again at another place. Nibble, nibble, nibble one more time and the lion was free.

"Thank you, my tiny friend," said the lion. "I have learned that everyone needs help and no one is too small to be a friend." And the lion and the mouse continued friends for the rest of their lives.

APPENDIX C17

The Magic Orange Tree

A Haitian Folk Tale

One day a girl came from school and saw on the table three round ripe oranges. Hmmmm. They smelled good. She took one orange, peeled it, and ate it. Hmmm-mmm. It was good. She took a second orange and ate it. She ate the third orange. Oh-oh, she was happy.

The next day, a rabbit followed her on her walk into the woods. She was so tired that she lay down, and soon she fell asleep.

In the morning the sun woke her, and as she rose to her feet something dropped from her skirt onto the ground. What was it? It was an orange pit. And the moment it entered the earth, a green leaf sprouted from it. The girl watched, amazed. She knelt down and sang:

Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.

The orange tree grew. It grew to the size of the girl. The girl sang:

Orange tree,
Branch and branch and branch.
Orange tree, orange tree,
Branch and branch and branch,
Orange tree.

And many twisting, turning, curving branches appeared on the tree. Then the girl sang:

Orange tree,
Flower and flower and flower.
Orange tree, orange tree,
Flower and flower and flower,
Orange tree.

Beautiful white blossoms covered the tree. After a time they began to fade, and small green buds appeared where the flowers had been. The girl sang:

Orange tree,
Ripen and ripen and ripen.
Orange tree, orange tree,
Ripen and ripen and ripen,
Orange tree.

The oranges ripened, and the whole tree was filled with golden oranges. The girl was so delighted she danced around and around the tree, singing:

Orange tree,
Grow and grow and grow.
Orange tree, orange tree,
Grow and grow and grow,
Orange tree.

But then when she looked, she saw the orange tree had grown up to the sky, far beyond her reach. What was she to do? Oh, she was clever girl. She sang:

Orange tree,
Lower and lower and lower.
Orange tree, orange tree,
Lower and lower and lower,
Orange tree.

When the orange tree came down to her height, she filled her arms with oranges and returned home. When the rabbit saw the oranges, he grabbed them and ran away. He ate all the oranges. When the rabbit finished the oranges, he wanted more and more. He made the girl sing so the tree would grow.

Finally, the orange tree grew and grew and grew and grew. "Help!" cried the rabbit as he rose into the sky. "H-E-L-P...!

The girl cried, "Break!" The orange tree broke into a thousand pieces...and so did the rabbit.

Then the girl searched among the branches until she found...a tiny orange pit. She carefully planted it in the earth. Softly she sang:

Orange tree,
Grow and grow and grow.
Orange tree, orange tree,
Grow and grow and grow,
Orange tree.

The orange tree grew to the height of the girl. She picked some oranges and took them to market to sell. They were so sweet the people bought all her oranges.

Every Saturday she is at the marketplace selling her oranges.

Retold from Diane Wolkstein, *The Magic Orange Tree and Other Haitian Folktales* (New York: Alfred A. Knopf, 1978) pp. 13-23.

APPENDIX C18

Once a Mouse

An Folk Tale from India

One day a hermit sat thinking about big and little. Suddenly, he saw a mouse about to be snatched up by a crow.

He hurried to help the poor little animal, and tearing him from the crow's greedy beak, he carried him off to his hut in the forest, where he comforted him with milk and grains of rice. But look! A cat came to the hut with whiskers straight and tail held high.

But the hermit was mighty at magic as well as at prayer. When he saw the danger threatening his little pet, he quickly changed him into a stout cat.

But..that night a dog barked in the forest. Poor puss ran to hide under the bed. The hermit wasted no time in thinking about how big or so big, and changed the cat into a big dog. Not long after that, a hungry tiger was prowling in the forest, and leaped on the dog. Fortunately, the hermit was nearby, and changed the dog into a mighty tiger. Imagine the pride of that tiger! All day long he peacocked about the forest, lording it over the other animals.

The hermit missed nothing of all this, and chided the beast. "Without me," he would say to him, "you would be a wretched little mouse. That is, if you were still alive. There is no need to give yourself such airs."

The tiger felt offended and humiliated. He forgot all the good he had received from the old man.

"No one shall tell me that I was once a mouse. I will kill him!"

But the hermit read the tiger's mind. "You are ungrateful! Go back to the forest and be a mouse again!"

So the proud and handsome tiger turned back into a frightened, humble little mouse, that ran off into the forest and was never seen again. And the hermit sat thinking about big...and little....

APPENDIX C19

Fiona and The Tinker

An Irish Folk Tale

Once upon a time there was a King of All-Ireland who had a beautiful, intelligent, and very independent daughter named Fiona. The king wanted Fiona to marry.

In those days it was usual for parents to arrange their children's marriages. The King of All-Ireland arranged for Fiona to marry the son of the King of Connacht. The two kings celebrated the agreement.

When Fiona learned what her father did, she became furious and refused to obey. She argued that she wanted to choose her own husband.

The King of All-Ireland was very angry; but since he wanted his daughter to marry, he made another plan. He sent all his messengers around the whole country to invite elegible princes to his palace for the next Saturday morning so that Fiona could choose her husband.

Many, many princes came, all wearing beautiful jewels, capes, and plumed hats. They were riding beautiful horses.

As Fiona came out of her palace, she heard the guards arguing with a man named Desmond. The guards were preventing him from entering the palace since he was a tinker and not a prince. A tinker is a man who fixes pots and pans, jewels and shields. Fiona demanded that the guards let Desmond enter the palace.

After many hours of talking to all the princes, Fiona decided to choose Desmond as her husband.

The King of All-Ireland went into a rage that his daughter chose a tinker instead of a prince to marry. He sent her away with no money or jewels. Fiona knew she could never return to the palace.

Fiona and Desmond were very poor, but through it all they loved each other more and more each day.

One day Desmond and Fiona stopped at a fair to get some work. At the fair, the King of Connacht announced that he was too old to continue to serve as king, and that his only son would now become king.

Fiona was shocked when Desmond went up to the velvet draped throne to be crowned the next King of Connacht. As you can guess, Desmond was the real son of the King of Connacht and had disguised himself as a tinker to win the hand of Fiona.

Being fiery and independent, Fiona was angry that she had been tricked. However, she soon realized that only through those months of hardship did she learn to really love her husband.

They lived together and ruled the province of Connacht for many, many long years. Most important, Fiona and Desmond continued to love each other more and more each day.

APPENDIX C20

Strega Nona

An Italian Folk Tale

Once upon a time there was a happy village in Italy. People there were happy because of an old wise woman called Strega Nona. Strega Nona was not beautiful. She was short and heavy with a rather large nose, but she had a way about her. She could cure headaches and warts and help young people fall in love. And she was a wonderful cook. Nobody could make pasta like Strega Nona. So, in a village with no warts, no headaches, and young people falling in love all the time, people were happy.

All except Anthony. He was a bit lazy, and he often didn't listen when he was told what to do. People teased him a lot, and he couldn't find a job. "I know", said his mother, "let's send him to Strega Nona." "Good idea," said his father. And so they did.

Strega Nona put Anthony to work. He had to sweep the floor and wash the pots and milk the cow and milk the goat and churn the butter and make the cheese. He did a few things wrong. He forgot to milk the goat one day. He swept the dirt under a bed one time. But he did better there than he had anywhere else.

As time went on Anthony noticed that Strega Nona never let him touch her pasta pot. He also noticed that she never spent much time cooking. One day as he was milking the goat before supper, he stopped and looked in the window. He saw Strega Nona take out the pasta pot and he heard her singing to it.

Come little pot,
Make yourself hot.
Get yourself ready.
Now make my spaghetti.

Then the pot bubbled and steamed and was full of spaghetti. Then Strega Nona sang again.

Stop now my little pot.
I'll eat my pasta while it's hot.

"So that's the secret", said Anthony. "I can eat as much as I want now."

Anthony went back to milking the goat very pleased with himself. He did not see Strega Nona blow three kisses to the pot.

The next day when Anthony was going to get water from the village well, he told the people there about the magic pot. They only laughed at him. "You're a fool," they said.

"I'll show them," said Anthony to himself. The next day Strega Nona left the house to visit her friend at the other end of the village who had a wart. "I'll be back before dark," she said. "Don't touch the pasta pot."

No sooner had she gone around the corner of the house than Anthony grabbed the pot and started for the village well. He set up the pot and called everyone to gather around.

Anthony sang:

Come little pot,
Make yourself hot.
Get yourself ready.
Now make my spaghetti.

The people watched in amazement as the pot filled up with pasta. "Help yourself, everybody," shouted Anthony. And they did. Everybody brought plates and bowls and forks and spoons and grating cheese. And they ate and ate.

Then Anthony sang:

Stop now little pot.
We'll eat our pasta while it's hot.

But the pot did not stop. The spaghetti filled the pot. Then it came out of the pot and piled up at the edge of the well. Anthony tried again. The pasta kept on coming. He tried to cover the pot. Nothing would stop it. The pasta filled the well. It filled the village square. It piled up around the houses. People were screaming and crying. "Save us from the spaghetti," they cried. But nothing could stop it. It flowed into the houses through the windows.

Strega Nona heard the noise and came hurrying back toward home. On her way she was met by a moving mountain of spaghetti. She knew at once what had happened. She sang.

Stop now, little pot.
I'll eat my pasta while it's hot.

And then she blew three kisses toward the pot. And it stopped. "Thank you, Strega Nona," cried the villagers. And they kissed her hands. Then they remembered Anthony. "Where is he?" they cried. "Let's beat him."

They found him under the spaghetti and pulled him out. They were ready to beat him when Strega Nona stopped them. "The punishment must fit the crime," she said. "Anthony, we have spaghetti left over. Eat."

Anthony looked at the mountain of pasta and slowly picked up his fork. "I'm sorry, everybody," he said. "Eat," said the villagers. "Eat," said Strega Nona. And Anthony ate. And for all we know, he may be eating still.

APPENDIX C21

Little One Inch

A Japanese Folk Tale

Once long ago, there lived a man and wife who loved one another very much. But they had no children. They wanted a child very badly. One day the wife sighed and said, "Even a child no bigger than my finger would make me happy."

In a few months the wife did indeed have a child. And the baby was smaller than her little finger. They named him Issun Boshi, Little One Inch. The parents cared for him and loved him. But he grew only as big as a finger. One day they decided to give him a sewing needle as a sword and send him away from home to try what he could do for himself..

Little One Inch took a rice bowl and chopsticks and set off. He used the rice bowl as a boat and the chopsticks as oars. After many, many days he finally arrived at the emperor's palace. He called as loud as he could, "Issun Boshi is here!"

The people of the house thought it a strange sounding voice and, wondering who it was, went out to the hallway to see. "Little boy, was it you who called just now?"

"Yes, it was. Issun Boshi is my name. I have been sent away from home by my parents. Would you please let me live here?" Little One Inch was small, but he was very smart. Whatever people asked him, he knew much more, and soon everyone was calling, "Issun Boshi, Little One Inch," because they loved him so much. The daughter of the house, liked him very, very much.

One day she took Little One Inch with her and went to pray to the goddess Kannon. On the way back, two fierce looking strangers met them. Little One Inch heard them planning to steal the girl. He drew the needle from his waist and cried as loud as he could, "I am Little One Inch who has accompanied the master's daughter on a pilgrimage to Kannon-samal!" The strangers were so amazed they ran away.

As they started back home, they noticed a tiny hammer lying in the grass. The girl picked it up, and Little One Inch asked what it was. "This is a magic hammer. You can strike with this hammer and what you want will happen."

"Then please strike me with it, will you?" asked Little One Inch. The girl waved the hammer and gently tapped Issun Boshi. He began to grow. Two inches, three inches, inches four inches, faster and faster he grew until the girl was looking at a young man nearly six feet tall. "Oh," she cried, "you are not Little One Inch any more." And Little One Inch smiled down at her and together they walked home.

APPENDIX C22

The Three Wishes

A Korean Folk Tale

Long, long ago, Ken Tchi and his wife, Ok-San lived in Korea. They were a very kind and good natured elderly couple who always made the best of what they had, even though they were very poor and unhappy about being childless.

One day Ken Tchi and Ok-San were talking about how happy they would be if only they had a son to care for them. All of a sudden a white cloud of smoke came and a heavenly maid appeared. She told the couple that she was sent from the Queen of Isles of Heavenly Enchantment. Because Ok-San and Ken Tchi had always been such good people they would have three wishes. The heavenly maid explained they should carefully decide their three wishes and that she would return to grant the wishes.

Ok-San and Ken Tchi were so astonished they could hardly believe what happened. They spent the next days deciding what their wishes would be. Should they be wealth, health, long life, a child? They just couldn't decide. Ok-San and Ken Tchi thought, "If only we had four wishes! Then we could have everything."

Ok-San sat and tried to make a decision. She became hungry. "I WISH I had juicy sausages." Before she could say another word, the sausages appeared. Ken Tchi became so angry that his wife used up a wish that he screamed, "Senseless one! I WISH these silly sausages were attached to your nose." Immediately the sausages fastened to Ok San's nose.

They pulled and pulled, tugged and tugged, but couldn't get the sausages off Ok-San's nose. Now Ok-San and Ken Tchi were in real trouble. They had only one wish left and again couldn't decide what it should be, wealth, health, a long life, or a baby. Finally Ken Tchi said, "I wish the sausages were off my wife's nose." In an instant the sausages were on the floor.

Ken Tchi and his wife laughed and laughed and laughed. They laughed so hard they could hardly fall asleep that night.

Suddenly they heard a baby crying at the door. They opened the door and there was the most beautiful baby in the world.

They took the baby into the house and loved him, and he grew up happily.

Ken Tchi and Ok-San never found out how the baby got to their house. Perhaps the Queen of Heavenly Enchantment brought him.

APPENDIX C23

Coyote and Crow

A Native American Folk Tale

One day Coyote was out walking. He saw Crow. Crow was holding his hat under his foot.

"What is under your hat?" asked Coyote.

"I have a bluebird under my hat," said Crow. "Will you hold it for me a little while?"

"I will hold it." said Coyote.

"Don't look under it." said Crow. "Don't let the bluebird get away."

"I will hold it," said Coyote, "I will hold it until you get back."

Crow flew away. He flew behind a rock. He could see Coyote, but Coyote could not see him. Coyote looked all around. He did not see Crow. He looked at the hat. "A bluebird," he thought. "A nice bluebird. Crow is gone. I'll eat the bluebird."

He looked around again...he raised the hat carefully. He GRABBED... but it wasn't a bluebird...it was a cactus.

"Caw, caw, caw," said Crow from the top of the rock.

Coyote was angry. He sat down to pick the thorns out of his foot.

"Caw, caw, caw," said Crow again...and flew away.

Reprinted from *Coyote Tales*, Navajo Life Series, published by Bureau of Indian Affairs.

APPENDIX C24

JUAN BOBO AND THE QUEEN'S NECKLACE

A Puerto Rican Folk Tale

It was the birthday of the Queen and the castle rang with the excitement of it all.

Early that morning the King's present arrived. It was a velvet case, and inside, a pearl necklace--the most beautiful necklace in the world.

That night the great hall was filled with guests. No jewel was finer, nor more precious, than the beautiful pearl necklace the Queen wore herself.

When the Queen retired to her sleeping quarters, she sighed, "This was the best birthday party of them all." She took off her pearl necklace and put it in the velvet case. "It is beautiful," she said.

When she awoke, the pearl necklace was gone! The King was ANGRY.

"Search everywhere...and everyone!" he cried.

And search they did. But nowhere could they find the beautiful pearl necklace.

Then, the King issued a proclamation. "The one who finds the Queen's pearl necklace will be richly rewarded."

Now, up in the highlands, there lived a peasant boy. He was tall and lanky--and not very clever. He was a simpleton of sorts, and called by everyone "Juan Bobo."

"Mama," he said, "I am going to the castle and look for the pearl necklace."

"Ay, Juan," said his mother, "the King has enough troubles of his own, why make them worse for him by your going there?"

But his mother blessed him and, in no time at all, he was running downhill with his guitar.

When he reached the castle, he told the guard that he had come to look for the pearl necklace. Now, the guard knew Juan Bobo, and he began to laugh.

"Go back to the highlands," he said, still laughing. "This thing is not for bobos." Juan went straight to the King.

"Your Majesty," he said, "I have come to look for the pearl necklace."

"Everybody else has tried. Why shouldn't you?" said the King.

So Juan was given room in the servants' quarters. As soon as he entered the room his ears caught a familiar tune. "Nightingales! Nightingales!" he cried, and rushed to open the window. Three nightingales were singing, he was certain, although he could not see them.

As he played his guitar, a maid came in with a pitcher of lemonade and set it on the table.

Just at that time a nightingale went flying by.

"Aha," cried Juan. "Now drink, quench your thirst
Of the three
You've seen the first."

Later, another maid brought a pot of stew and placed it on the table.

And just at that time, another nightingale went past the window.

"Aha," cried Juan. "Now eat, eat your stew
Out of the three
You have seen two."

One nightingale was left, one nightingale making the most beautiful music he had ever heard.

By and by, in came another maid with fresh linen for the bed. And just then, a nightingale alighted on the windowsill.

Juan sprang to his feet, crying: "See, now I have seen the three."

The maid dropped the linen and rushed out of the room.

That evening the three maids got together. They were shaking with fear.

"That simpleton has found us out. What shall we do?"

"Return the necklace."

"If we use our heads, we can have this simpleton help us. Let us go to him and tell him our story."

"How did you know we had done it?" they asked.

"Done? Done what?" asked Juan.

"Don't play a simpleton with us," said the maids. "How did you pick us out, one after the other?"

"Oh, singing--and counting nightingales," answered Juan.

"Please don't joke. Help us," said the maids. "We want to return the necklace, for we are sorry we took it."

Juan thought for a while. Something he had heard his mother say now came to his mind. "Confession and contrition makes a new person."

"I will help you," he said gladly. "Is there a large goose in the poultry yard?"

"Yes, yes," answered the maids quickly.

"Drop the necklace into his feeding tomorrow and leave the rest to me."

The following morning, they followed Juan's instructions. In no time at all the big fat goose had swallowed feeding, necklace and all. And that very same morning, Juan appeared before the King.

"Your Majesty," he said, "I bring you good news." He bowed as low as he could.

"The pearl necklace, you have found it." The King was overjoyed.

"Yes and no, Your Majesty."

The King looked puzzled.

"I know where the pearl necklace is, Your Majesty. But in order to get it you must have a goose for dinner...the biggest goose in your poultry yard."

The King began to laugh. The cook prepared the goose for the oven. The pearl necklace popped out.

The cook almost dropped the goose. "Why, this is the Queen's necklace," he cried.

"It is indeed," said Juan. He rushed with it to the King.

The King was so happy that he invited Juan for dinner.

That night the Queen wore the beautiful pearl necklace once more.

So Juan was given his reward. And back to the highlands he went, his guitar slung over one shoulder, a bag of pesetas on the other, and in his mouth, the lingering taste of his first roast goose.

APPENDIX C25

"My Mother Is The Most Beautiful Woman In The World"

A Russian/Ukranian Folk Tale

Once upon a time long, long ago, in the Ukraine, some villagers were working to bring in the wheat and grind it into flour.

Marfa and Ivan and all the villagers worked in the fields all day until the sun went down. Their small daughter Varya stayed with them and helped. Whoosh, whoosh went Ivan's sharp scythe as he cut the golden wheat. Varya held the wheat as her mother tied it into bunches.

Day after day, Ivan, Marfa, Varya and all the villagers went into the fields to cut and stack the wheat. They did this all summer long. Everyone was tired but did not mind because they knew that after hard work they would have a good harvest. Varya loved her parents so much she was happy just to be with them.

At the end of the harvest there would be a grand party. Varya and her mother were cooking blini and piroghi for the feast.

On the last day of work before the feast, Varya got very, very tired. She lay down to rest in the fields. When she woke, she could not find her parents. Varya ran and ran and became very frightened when she saw only strangers.

Varya finally told the strangers what had happened and how she got lost. The village leader, Kolya, promised to help her find her mother if she would describe her. Varya shouted, "My mother is the most beautiful woman in the world." The most beautiful women in the town were summoned for Varya to see, but Varya said none of them was her mother.

Just as Varya and the townspeople were giving up hope, a very plain woman came running up to Varya. "Varyachka," cried the woman. "Mamochka," cried Varya. Varya introduced her mother to the people. And everyone understood that "We do not love people because they are beautiful, but they seem beautiful to us because we love them."

APPENDIX C26

Why the Bear Has a Short Tail

A Scandanavian Folk Tale

One cold morning when the fox was coming up the road with some fish, he met the bear.

"Good morning, Mr. Fox," said the bear.
"Good morning, Mr. Bear," said the fox.
"The morning is brighter because I have met you."
"Those are very good fish, Mr. Fox," said the bear. "I have not eaten such fish for many a day. Where do you find them?"
"I have been fishing, Mr. Bear," answered the fox.
"If I could catch such fish as those, I should like to go fishing. But I do not know how to fish."
"It would be very easy for you to learn, Mr. Bear," said the fox. "You are so big and strong that you can do anything."
"Will you teach me, Mr. Fox?" asked the bear.
"I would not tell everybody, but you are such a good friend that I will teach you. Come to this pond, and I will show you how to fish through the ice."
So the fox and the bear went to the frozen pond, and the fox showed the bear how to make a hole in the ice.

"That is easy for you," said the fox, "but many an animal could not have made that hole. Now comes the secret. You must put your tail down into the water and keep it there. That is not easy, and not every animal could do it, for the water is very cold. But you are a learned animal, Mr. Bear. You know that the secret of catching fish is to keep your tail in the water a long time. Then when you pull it up, you will pull with it as many fish as I have."

The bear put his tail down into the water, and the fox went away. The sun rose high in the heavens. Still the bear sat with his tail through the hole in the ice, for he thought, "When an animal is really learned, he will not fear a little cold."

It began to get dark, and the bear said, "Now I will pull the fish out of the water. How good they will be!" He pulled and pulled, but not a fish came out. Worse than that, when he finally broke himself loose, not all of his tail came out, for the end of it was frozen to the ice.

He went slowly down the road, growling angrily, "I wish I could find that fox." But the cunning fox was curled up in his warm nest, and whenever he thought of the bear, he laughed.

APPENDIX C27

The Silver River

A Vietnamese Folk Tale

Long, long ago in a Celestial Kingdom lived a Jade Emperor who had many daughters. Chuc Nu was the youngest, prettiest, and most intelligent of all. Day after day, Chuc Nu sat at the edge of the Silver River and loomed cloth. She loved to weave and make clothes for the Jade Emperor's subjects.

One beautiful day, as Chuc Nu sat at the river looming and singing, a shepherd named Nguu Lang came to the river. He saw Chuc Nu and fell in love with her. Every day the couple would meet at the Silver River and pass the day. They were so much in love they asked the Emperor for his permission to allow them to marry.

At first the Emperor did not allow the couple to marry because he said that if they did, they would not attend to their tasks after the marriage. Chuc Nu and Nguu Lang assured the Emperor they would continue their work, so finally the Emperor relented.

There was a wonderful, lavish wedding in the kingdom. All the lords and ladies of the Celestial Kingdom attended. There was much food and dancing. Chuc Nu and Nguu Lang were so happy and so much in love they could think of nothing but each other. It was not long after the wedding, they forgot their promise to the Emperor and did not do their work.

Chuc Nu's loom was full of dust because it was not used. Nguu Lang's sheep were running wild and eating all the flowers in the Celestial Gardens.

After many warnings to the couple, the Jade Emperor lost his patience. He separated Chuc Nu and Nguu Lang. Now Nguu Lang had to attend to his sheep on the other side of the Silver River, away from Chuc Nu.

After some time, the Emperor realized how sad he made the couple by separating them. The Emperor relented and allowed Chuc Nu and Nguu Lang to meet for one week each year during the month of Nguu.

At this time of year, the crows vanish from the Vietnamese countryside. It is said they fly to the Jade Emperor's Celestial Kingdom. They join wings to form a bridge across the Silver River so Chuc Nu and Nguu Lang can cross the river and meet.

APPENDIX C28

SPIDER AND THE MAGIC COOKING POT

A West Indian Folk Tale

Once long long ago there was a time when no rain came down from the sky. The earth grew dry and the people had very little food. Everyone was hungry. Spider started out to find food for his family. He walked to the sea. Far away against the line of the water, he saw an island with coconut trees.

"I will swim to the island," he said to himself. He jumped in and a big wave washed over him. Suddenly he was sinking down, down, down. "Oh, help, me, he called, "I must reach the island." His heart was beating hard and he could hardly move his arms and legs.

Suddenly he was at the bottom of the sea. He saw a strange old man standing in front of a little house made of sea shells. "Where am I? said Spider.

"You are in the kingdom of Thunder," said the old man. Why are you here?"

"I wanted to pick coconuts from the island," said Spider.

"Who said you could pick coconuts from my island?" roared the old man.

"I am sorry," said Spider, "but my wife and children are hungry. We have no food but two yams."

The old man gave Spider a beautiful red and black pot. "Whenever you are hungry rub this pot. Then say 'Whatever you do for Thunder, do for me.' The pot will fill with food."

Spider was so happy he danced on all his legs. He rubbed the pot and said "Whatever you do for Thunder, do for me." And there was a fish stew in the magic pot. Spider ate as fast as he could until his stomach was a round ball. When he looked around the old man was gone. He held onto the pot and went up, up, up to surface of the sea.

He could hardly believe his good luck. As he got closer to his village he had a new thought. His didn't want to share his wonderful pot with anyone. He wanted to keep it a secret. And that's what Spider did. He kept his pot in a hiding place and ate from it secretly. His family and all the people in the village grew thin. But Spider grew fat.

One day his oldest daughter followed him and discovered the secret of the magic pot. She told her mother about it. Then when Spider was out visiting, his family went to the pot and said, "Whatever you do for thunder do for me." And they had a delicious meal of soup and dumplings.

Then they took the pot to the marketplace in the middle of the village. They asked it to feed the whole village, because everyone there was hungry. The little pot bubbled and filled and bubbled and filled, time and again. Each time it grew hotter and soon it was glowing red. As the last person in the village dipped out his soup, the little pot melted away.

That night when Spider went to get the pot, he could not find it. Spider hurried to the island, to ask for another pot.

"Did your wife and your children enjoy the good food from my pot?" asked the old man.

Spider felt ashamed of his selfishness. The old man gave him a large stick. He told Spider to rub it just as he had done with the pot.

"And then," said the old man, "you must say, 'Do for me whatever you do for Thunder.'"

Spider grabbed the stick and rushed off, not even stopping to thank the old man. He rubbed the stick and cried, "Do for me whatever you do for Thunder!"

At once the stick began to beat him.

"Stop! Stop! Stop!" cried Spider, but the stick did not listen. It kept on beating him, and never stopped until Spider reached the shore. He climbed out of the water and lay on the beach. When he looked back the island was gone.

He never saw the stick or the island or the old man again. And he never found another magic pot.

APPENDIX C29

Could Anything Be Worse

A Jewish Folk Tale

Long, long ago there was a man who always complained about his family. He told his friend, "I have no peace. What can I do?" The friend advised, "Go to the rabbi; he is very wise."

The man went to the rabbi and told him, "Things could not be worse." He explained his daughter does no work, his wife shouts all the time, the baby screams, the twins argue, and the cat and dog fight day and night.

The rabbi ordered the man to bring live chickens into his house. Now, you never question a rabbi, so the man brought the chickens into the house.

After a miserable day and night, the man returned to the rabbi to tell him things were worse. The rabbi ordered the man to bring a cow into the house. Again, the man did not question the rabbi and brought a cow into his house.

Things got even worse, so the man went back to complain to the rabbi.

This time the rabbi ordered the man to invite his worst relatives to stay in his house. Remember, you don't argue with a rabbi. The man did as he was told.

After a few days, the man went back to the rabbi to explain things at home were the very, very worst. The rabbi told the man to send his relatives back to their own homes. The man was delighted and obeyed the rabbi as usual.

The man returned to the rabbi to thank him for his advice and said that things were better without his terrible relatives, but that it smelled from the odor of the animals.

The rabbi told the man to send the animals back to the farm.

The man obeyed the rabbi as he always had.

Things got much, much better at home without the relatives and animals. The man said he was much happier. The whole family cleaned and polished the house. They were so happy they sat down to a quiet meal. The family agreed their home was the best. They would never complain again.

APPENDIX C30

Ethnic Heritage	TITLE	THEME	LEARNING
1. Chinese	Tikki Tikki Tembo	Wisdom	"More" is not necessarily "better."
2. Japanese	Little One Inch	Fantasy	You don't have to be big to be brave.
3. Korean	The Three Wishes	Fantasy	Kindness and goodness are rewarded.
4. Vietnamese	The Silver River	Fantasy	There should be time for work and time for play.
5. Indian	Once A Mouse	Talking Animals	Be thankful when someone helps you.
6. African	The Sun and The Moon	Magical Transformation	Cooperation is needed to live together.
7. Puerto Rican	Juan Bobo and The Queen's Necklace	Fools and Simpletons	People who steal get found out.
8. Haitian	The Magic Orange Tree	Wishes	You can live and be happy when you're unselfish.
9. Greek	The Lion and The Mouse	Talking Animals	The power to help does not depend on size.
10. Italian	Strega Nona	Magic Objects	Don't start something unless you know how to stop it.
11. Irish	Fiona and The Tinker	Fantasy	We should like people for themselves.
12. Jewish	Could Anything Be Worse?	Wisdom	Don't complain; things can always get worse.
13. Scandinavian	Why The Bear Has a Short Tail	Trickery	You can be tricked when you don't think for yourself.
14. Ukranian	My Mother Is The Most Beautiful Woman In The World	What Is Beauty	When we love someone we think they are beautiful.
15. American	How Rabbit Fooled The Elephant and The Whale	Trickery	You can look foolish when you show off too much.
16. Native American	Coyote And Crow	Trickery	Honesty is rewarded.
17. West Indian	Spider And The Magic Cooking Pot	Magic Object	Selfishness hurts people.
18. Arabic	Aladdin And The Magic Lamp	Magic Object	People should keep their promises.

APPENDIX C31

EXPERIMENT: Paper Falling Through The Air

PROCEDURE

Take two pieces of paper of the same size.
Crumple one.
Hold both pieces in the air and let them drop at the same time.

flat paper

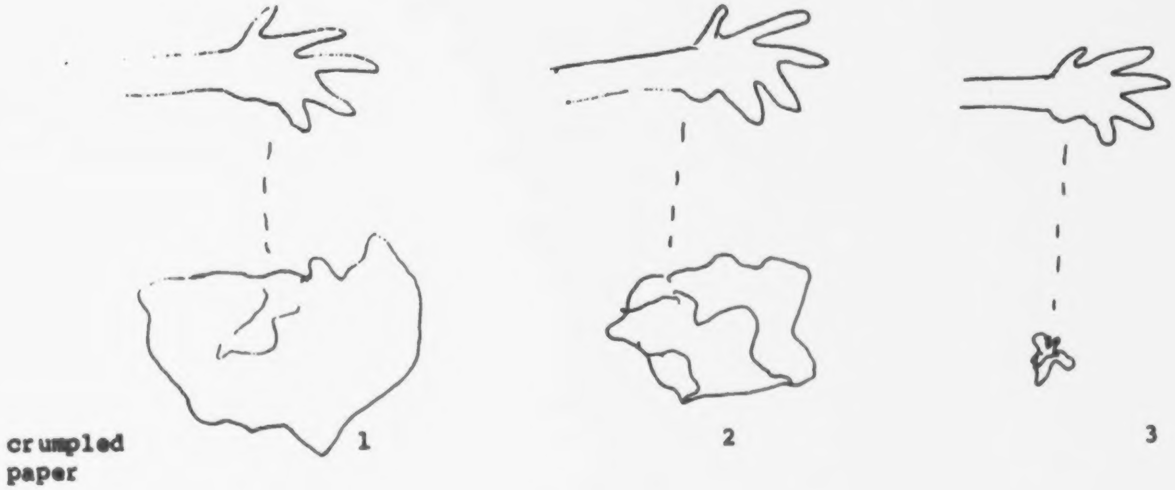
crumpled paper

Children will predict which paper falls faster.

ADDITIONAL INFORMATION

Continue experimenting by crumpling the paper into different size balls and comparing which falls faster.

DIAGRAM



RECORDING THE EXPERIMENT

Experiment: PAPER FALLING THROUGH THE AIR

To Find Out: which paper falls faster, crumpled or flat

Need: two sheets of flat paper - both the same size

Do:

1) crumple one sheet of paper
2) drop the crumpled and flat sheets
3) observe which paper falls faster

Results: Tally which falls faster. Mark the column.

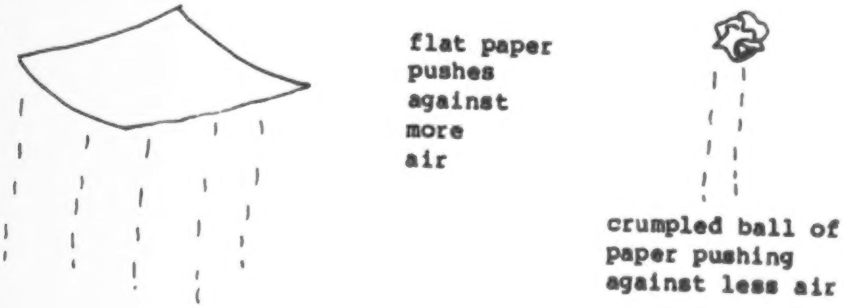
crumpled paper	flat paper
𝍸 𝍸 𝍸	//

Based on this tally, what conclusions can you draw? Why?

Crumpled paper falls faster than flat paper.

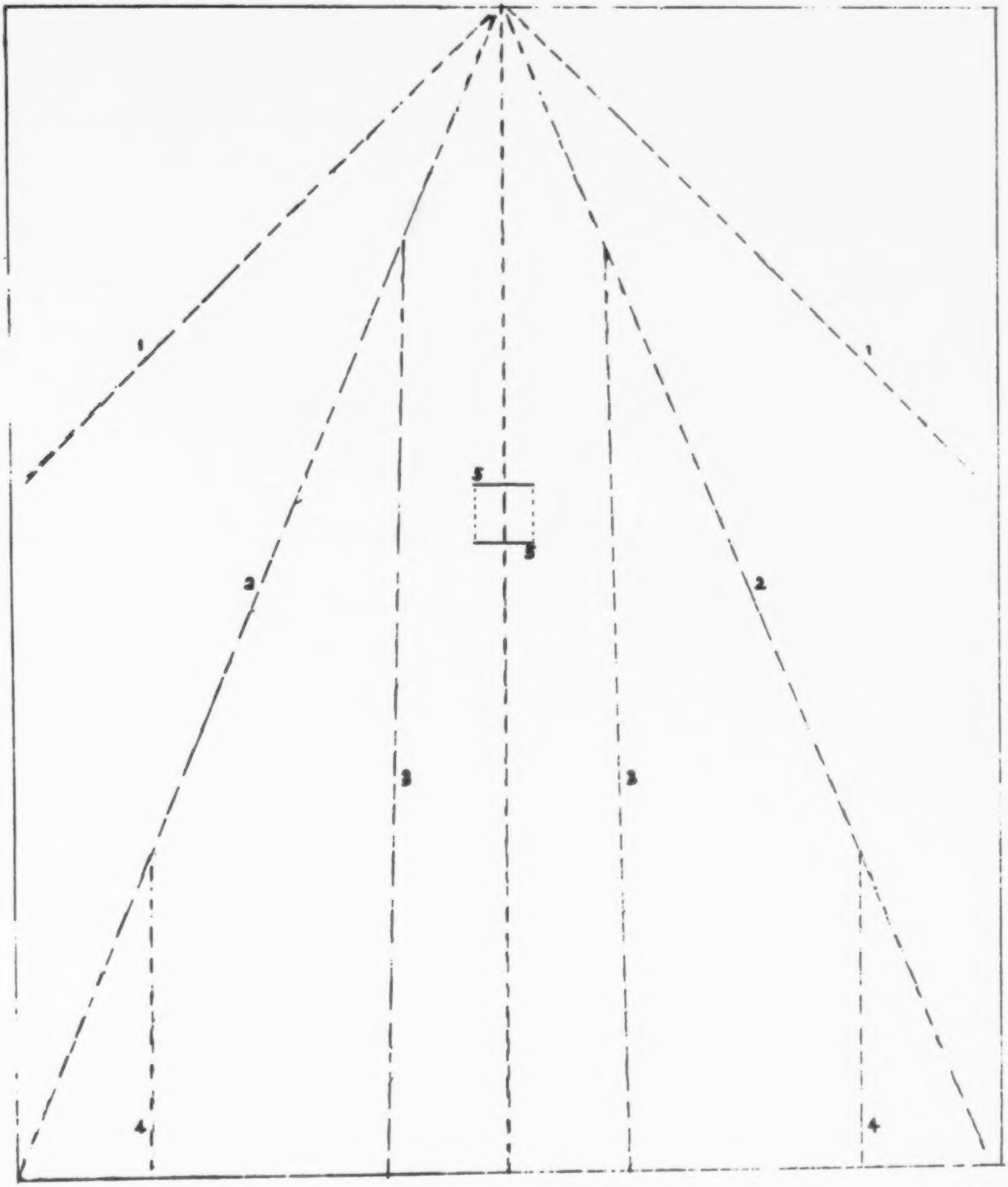
Crumpled paper has a smaller surface than flat paper. It is smaller; therefore, it has less air pushing against it to hold it up.

Diagram:


flat paper pushes against more air
crumpled ball of paper pushing against less air

Note to teacher: The chart can be developed over several days.

APPENDIX C32


1
1
2
2
3
3
4
4
5
5

From Seymour Simon, *The Paper Airplane Book* (Cedar Grove, NJ: Raye Publishing Co., 1971).

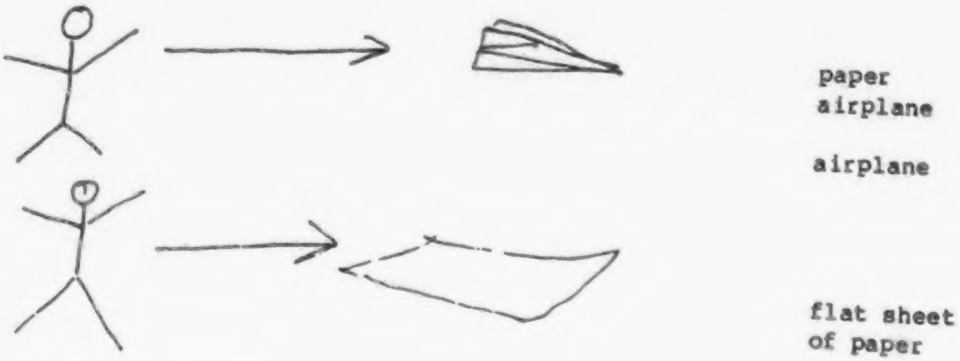
APPENDIX C33

Experiment: Making Paper Fly

Procedure:

Class selects two children to do the experiment.

One child throws out a paper airplane. The other child throws out a flat sheet of paper.



Class predicts which will go farther, the paper airplane or the flat paper.

Recording The Experiment

Experiment: Making Paper Fly

To Find Out: which stays up longer, flat paper or paper airplane

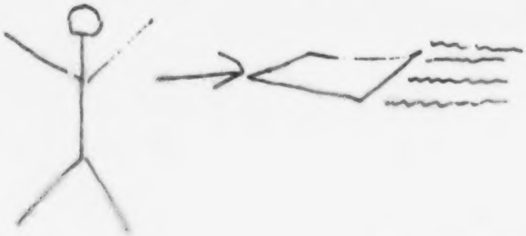
Need: a flat sheet of paper 8 1/2" X 11"; a paper airplane

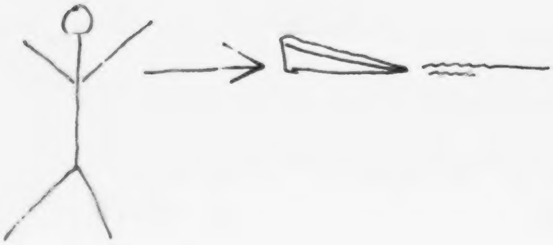
Do:

1) Give one child the flat sheet of paper
2) Give the other child the airplane
3) Throw the paper and the airplane at the same time
4) Observe which goes farther

Results:

Flat Paper Went Farther	Airplane Went Farther
𝍸 |	𝍸 𝍸





Flat
paper pushes
against air.

The point of
the airplane
cuts the air.

It has less
surface to cut
the air.

Discover: Airplane went farther than the flat paper.

Learning: The pointed shape of the airplane helps it cut through the air. The spread out wings keep it from falling too fast.

APPENDIX C34

EXPERIMENT WORKSHEET

Name ______________________ Date __________

Name of Experiment: ______________________

Materials I need: ______________________

____

Directions for this experiment

1. ______________________
2. ______________________
3. ______________________
4. ______________________

What happened? ______________________

____

____

APPENDIX C35

NOTE TO TEACHER:

Children should observe a great variety of books.

Here is a suggested list:

STORY AND VERSE BOOKS
DICTIONARIES
TELEPHONE BOOKS
ASSORTED DIRECTORIES
TEACHERS' PLAN BOOKS
APPOINTMENT BOOKS
ATTENDANCE BOOK
OFFICE PUPIL REGISTER
MARKING BOOKS
ATLAS
MUSIC AND SONG BOOKS
CURRICULUM AREA BOOKS (TEACHER'S AND CHILDREN'S)
FIRST-AID BOOKS
COOKBOOKS
CATALOGS
ENCYCLOPEDIA
"HOW TO" DIRECTION BOOKS
ART BOOKS
GAME BOOKS
JOKE BOOKS
RIDDLE BOOKS
ALPHABET BOOKS
WORD FUN BOOKS
PUZZLE BOOKS
PERSONAL ADDRESS BOOKS

Suggested list of rooms to visit:

Nurse's office
Principal's office
Ass't Principal's office
School Office
Art room
Science room
Kitchen
Library
Classroom (any other than own)
Custodian's office
Music room

APPENDIX C36

Book Hunt Survey Form

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

How many books do you have in your office? ☐

Do you use books to help you do your job? ☐ Yes ☐ No

Do you lend or share books about your job? ☐ Yes ☐ No

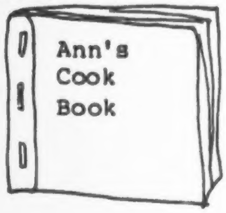
APPENDIX C37

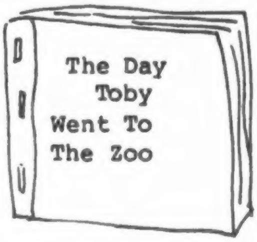
Books To Make

Staple Books

These books are easy to make. They are good for simple-sequence stories, poetry, "how-to" directions, alphabet and word fun, and for everything you want to write about.

Tape
over
staples





Materials

pages - lined or unlined paper
cover - construction paper or oaktag
- staples, masking tape
suggested decorations - crayons, markers, cutouts, magazine pictures, photographs

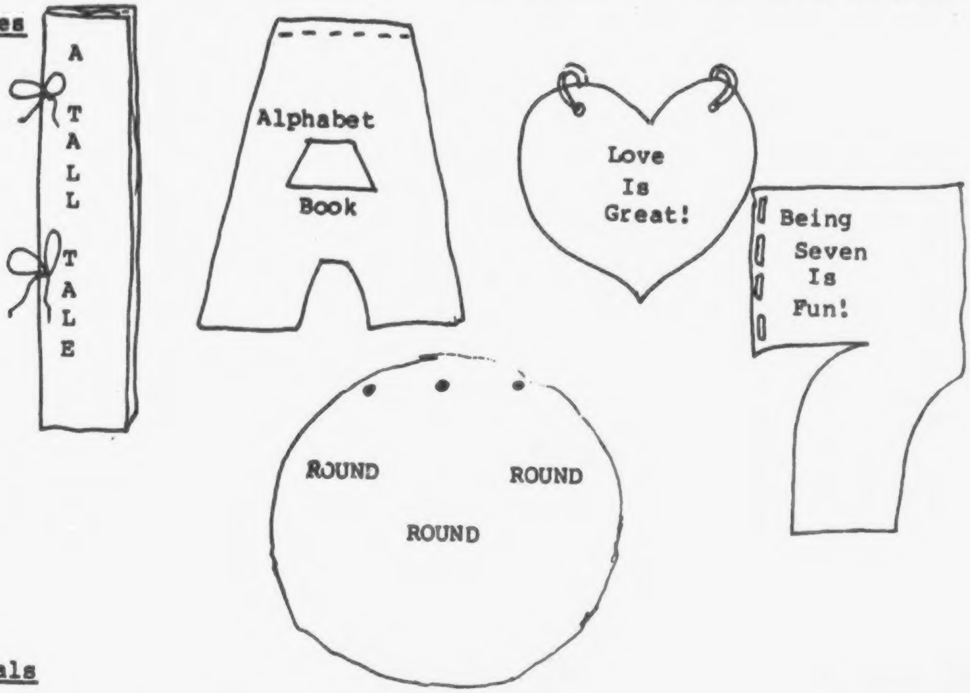
Instructions:

- Staple the cover and pages together.
- Put masking tape over the staples to make the book more secure and so that you will not hurt yourself with the staples.
- Write in your book.
- Illustrate your book.
- Decorate your book.
- Read your book.
- Share your book with your friends and family.

Shape Books

These books are made in the shape of the object that the story is about.

Samples


A TALL TALE
Alphabet Book
Love Is Great!
Being Seven Is Fun!
ROUND
ROUND
ROUND

Materials

pages - lined or unlined paper
cover - construction paper, oaktag, posterboard or cardboard
- staples, yarn, pipecleaners or paper fasteners
suggested decorations - crayons, paint, wallpaper, textured fabrics, sparkles, fingerpaint

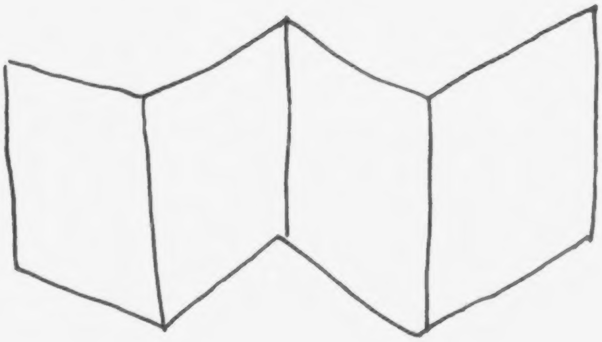
Instructions

- Cut the pages and cover into the shape you want.
- Write in your book.
- Illustrate your book.
- Decorate your book.
- Read your book.
- Share your book with your friends and family.

Accordion Books

These books are folded like an accordion. They are especially good for sequence stories and poetry.

Sample

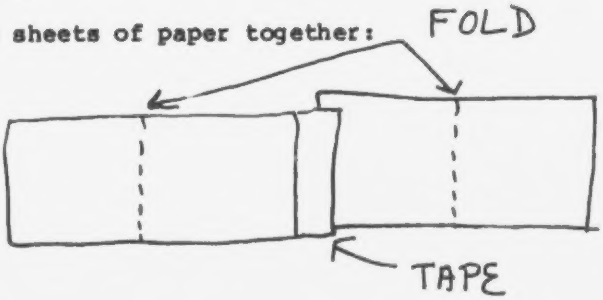


Materials

pages - 2 sheets of 8 1/2" X 11" unlined paper
cover - construction paper, wallpaper, or oaktag; tape, glue
suggested decorations - crayons, markers, assorted collage items

Instructions

- Tape two sheets of paper together:

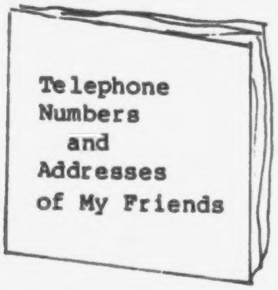


- Fold the paper like an accordion.
- Keep the book folded and glue the cover on the book.
- Write in your book.
- Illustrate your book.
- Decorate your book.
- Read your book.
- Share your book with your friends and family.

Sewn Books

These books are good when you want a permanent book. Suggested uses are for stories and poems which have been edited. Use these books for personal diaries and directories. Make these books out of vinyl, fabric, or paper.

Sample


Telephone
Numbers
and
Addresses
of My Friends

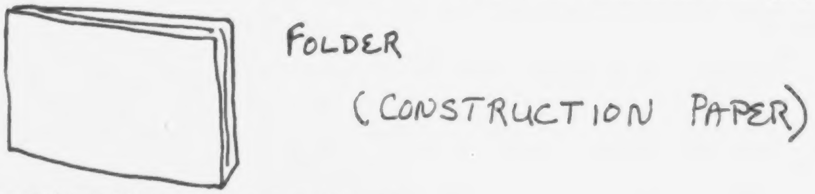
Materials

pages - 3 sheets 8 1/2" x 11" lined or unlined paper
- construction paper

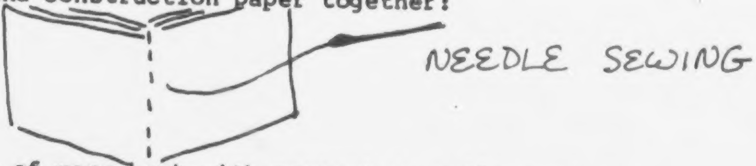
cover - oaktag or thin cardboard, wallpaper, or fabric (cut the cover slightly larger than the pages)
- yarn, needle, glue

Instructions

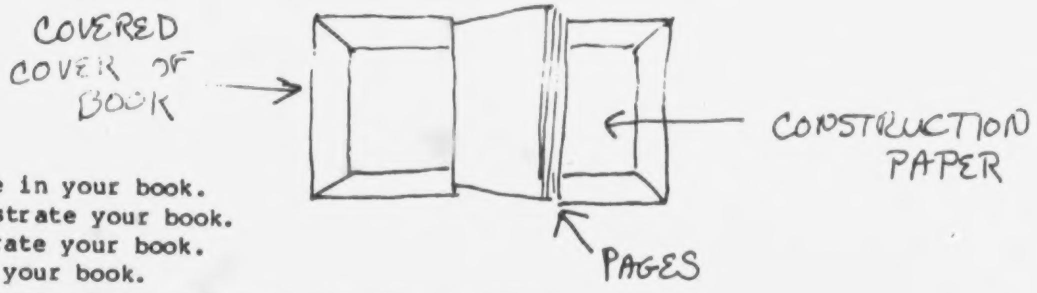
- Fold the paper and construction paper together. Keep the construction paper on the outside:


FOLDER
(CONSTRUCTION PAPER)

- Sew the pages and construction paper together:


NEEDLE SEWING

- Cover the cover of your book with contact or wallpaper.
- Glue the construction paper to the book cover:

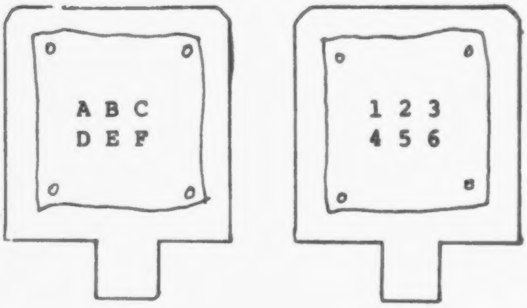

COVERED COVER OF BOOK
CONSTRUCTION PAPER
PAGES

- Write in your book.
- Illustrate your book.
- Decorate your book.
- Read your book.
- Share your book with your friends and family.

Hornbooks

This type of book was used by colonial children. It was a piece of wood with paper tacked on it. It had no cover or pages. Colonial children learned to read from it. It had letters and numbers on it.

Sample



Materials

- wood or heavy cardboard
- unlined paper
- crayons, markers, paint and paintbrush
- tacks or stapler and staples
- scissor

Instructions

- Cut out the shape.
- Cut your paper a little smaller than the wood or cardboard.
- Write on the paper.
- Fasten the paper to the board.
- Read your hornbook.
- Share your hornbook with your friends and family.

APPENDIX C38

Recycling Paper

Materials:

- sheets of newspaper
- a dishpan
- water
- a screen

Instructions:

- Tear the sheet of newspaper into small pieces.
- Soak the paper in a dishpan of water for a few hours.
- When the paper becomes slurry (pulp mixture), place the screen under the slurry.
- Bring the screen up with the slurry on it.
- Let the slurry drain.
- Squeeze moisture out of the slurry.
- Let it dry.
- The paper will lift off the screen when it is dry.

Section 5

Developing Communication Arts Skills Through Literature

A Planned Literature Program

I LOST MYSELF

This afternoon I lost myself
Though I didn't leave home at all.
I rode away in a golden coach
Right up to a castle tall.
And there I met a king and queen.
I ate in their banquet hall.
Yes, I lost myself in a storybook.
And I didn't leave home at all.

Leland B. Jacobs

Literature offers new directions for reading instruction in the second grade, as well as alternatives meant to energize the reading process for both teacher and child. The goal is to get children to read about life so that they will become readers for life ... emerging from the instructional environment ready to read anywhere, anytime and for many reasons! The challenge for educators is to broaden the child's attitude toward reading through multifaceted and multidimensional planned literature approaches.

A planned literature program helps to:

- develop an appreciation of literature
- enhance language patterns and usage
- provide opportunities to learn and master Communication Arts skills of listening, speaking, reading, and writing
- broaden reading interests and refine tastes
- stimulate an appreciation for various genres and styles of writing
- foster new attitudes through identification with literary experiences and events
- give children insight into their own life experiences
- provide opportunities for fantasy play
- develop an appreciation of multicultural and multi-ethnic values, experiences, and lifestyles
- communicate a global approach to human behavior
- promote a view of literature as an interpretation of the past and a projection of the future.

Eileen Tway has cited Coody and Nelson in presenting the instructional role of literature:

> "No resource for teaching the language arts (listening, speaking, reading, writing) can compare with a collection of excellent library books. A rich program of literature promotes both facility with language and intellectual curiosity....Children's literature abounds with characters that readers never forget, plots that help them make some order out of the chaotic events around them, language that stirs the imagination, and themes that are as real as life itself." [1]

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[1] Eileen Tway, "The Resource Center: Children's Literature," *Language Arts*, vol. 61, no. 3, March 1984, p. 313. B. Coody and D. Nelson, *Teaching Elementary Language Arts: A Literature Approach* (California: Wadsworth, 1982).

Hepler and Hickman (1982) have suggested the term "Community of Readers" to describe the classroom context in which a literature-based reading program should occur. It provides children with:

- a clearinghouse for peer recommendations
- a chance to explore and build meanings
- opportunities to talk about books
- a pool of ideas for responses
- peer judgments which encourage ways to rethink and represent stories read
- support for each other

It allows the teacher to:

- be a "model" reader
- promote literary appreciation through read-aloud sessions
- produce and direct children's classroom experiences with books
- schedule adequate time for activities
- provide a variety of materials
- control the physical environment
- set goals and expectations
- direct children's attention
- act as discussion leader
- provide structure and focus [2]

In this section you will find five suggested methods for developing a literature-based reading program. Techniques are presented for the beginning readers, the readers at grade level, and for the accomplished readers in your second grade class.

The Shared Book Experience offers many suggestions for beginning readers and is a valuable bridge between the first and second grades. The activities presented may be used throughout the school year along with other reading approaches.

Reading With Trade Books is an organized, individualized approach which allows children to select their own reading materials and progress at their own pace. Suggestions are offered for management, conferences, library arrangement, and follow-up projects.

In Alternative Uses of The Basal Reader, the basal text is used as a source which may be presented for literary appreciation as well as acquisition of skills. The genres of traditional literature are explained and the elements of narrative text are explored on an introductory level.

Responding to Literature demonstrates how current research in the area of story structure offers children many vehicles for releasing their comprehension. Episodic and concept webs, semantic maps, flow charts, and story maps are illustrated.

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[2] S. I. Hepler and Janet Hickman, "The Book Was Okay I Love You — Social Aspects of Response to Literature." *Theory into Practice*, vol. 21, 1982, pp. 278-283.

Reading In the Content Areas discusses the importance of expository text and features a plan for reading textbook selections. The connection between reading and writing is clearly defined in the process. Suggestions are made for correlating content area themes with the library center activities.

These five suggested methods of a planned literature program offer models of instruction which will fit a variety of teaching styles and learning needs. Teachers may adapt any of these methods in developing programs that meet the reading needs of their second grade classes.

THE SHARED BOOK EXPERIENCE

"Children's literature provides such a wealth of beautiful material. The shared-book approach lets teachers use this bonanza in a practical, enjoyable way."[3]

While providing a rich experience for early readers, big books are particularly valuable for those second graders who are having difficulty reading. The cooperative nature of this activity prevents failure in a nonthreatening, enjoyable group experience. Big books provide children with a clear proven model for book language. Children are given opportunities to become familiar with favorite story books having a regular, patterned, or repetitive structure.

The shared book experience, adapted from Don Holdaway's The Foundations of Literacy, provides a framework for using big books in the second grade classroom.[4]

The Physical Setup

reading area (carpeted,if possible)
many trade books
signs and labels
a listening station (tape recorder, blank cassettes, earphones)
small table and chairs
chart paper
large and small oaktag
felt markers; crayons
large low easel
large sheets of paper (18" x 20")

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[3] Judith P. Slaughter, "Big Books for Little Kids," *The Reading Teacher*, April 1983.

[4] Don Holdaway, *The Foundations of Literacy* (Exeter, NH: Heinemann Educational Books, 1979).

Introducing Children to Big Books

To get children ready for group participation in the big book experience, it might be helpful to have an introductory session.

- Spend a few minutes with the children reciting familiar songs, chants, jingles, nursery rhymes, or poems, e.g., "Five Little Chickadees," "This Old Man," "Old MacDonald Had a Farm."
- Display a chart on which one of these selections has been written.
- Recite the selection in unison again. This time point to each word on the chart as it is said.

The Book

1. Select a favorite or popular book. Pick one with patterned language, repetitive phrases, or rhymes.
2. Enlarge each page:
   - (a) Use sturdy paper which is at least 18" x 20" so that the pages are visible from fifteen feet away.
   - (b) Copy the story words using felt markers and large letters. Use the original text as a model.
   - (c) Provide some illustrations. Children may supply other illustrations to accompany the text. Children may draw directly on the big book or on paper which may later be affixed to the big paper.
3. If possible, laminate the pages for durability.
4. A cover may be prepared from large oaktag. The book can be sewn or put together with rings or fasteners.

The Lessons

Lesson 1:

1. Place the big book on a low easel or stand.
2. Invite the children to assemble in the reading corner.
3. Read the book to the children, pointing to each word as it is read.
4. Reread the story, asking the children to join in.

Lesson 2:

1. Read the story again, encouraging oral participation in the form of choral reading, unison reading, or echo reading.
2. Read certain sentences, omitting the last words or phrases. Pause and allow children to supply the missing endings.
3. Encourage recall of anticipated episodes. Say, "Who remembers what happens next?"
4. Display the original, smaller version of the book to the children.
5. Invite the children to complete some of the illustrations in the big book.

Lesson 3:

1. Prepare a list of key story words. Make word cards for each word.
2. Encourage the children to read the words, locate them on the pages of the big book, and match each word card to the word in the book.
3. Write the key words on the inside back cover of the book.
4. Reread the story, or request several children to read portions of it to the group.

Lesson 4:

1. Prepare and distribute rexographed booklets of the big book.
2. Have the children illustrate their own booklets.
3. Request the children to place the pages in sequence. Let them refer to the big book for assistance.
4. Encourage children to read their own books independently.
5. Listen to their attempts to read.

Big book lessons may be planned for the whole class or for small groups, as indicated by children's needs. Songs, poems, jingles, and chants may be presented in the same manner as big books. As a variation, stories may be written on scrolls or on transparencies, and shown on the overhead projector.

Skills and Activities for Shared Books

The shared book experience provides the second grade teacher with many opportunities to develop language, phonics, and comprehension skills.

Phonics and Vocabulary Skills

- using contextual clues to supply omitted words
- discussing story word concepts
- applying phonic clues to known words
- gaining a sight vocabulary
- improving spoken vocabulary and language patterns
- using story vocabulary in original sentences
- developing class charts listing known phonic sounds
- recognizing words that rhyme
- exploring words with more than one meaning

Comprehension Skills

- retelling the story
- dramatizing story events
- providing new story endings
- anticipating plot
- discovering story structure
- relating comprehension skills to story text, e.g., finding details, making inferences
- using picture cues
- discovering, recognizing, and responding to punctuation
- finding the underlying theme

Suggested Titles For Big Book Lessons in the Second Grade

"Book experience should precede word experience in bringing a child to print." [5]

That's What Friends are For - Florence Heide and Sylvia Van Clief
Caps for Sale - Esphyr Solbodkina
Catch a Little Fox - Beatrice Schenk de Regniers
Millions of Cats - Wanda Gag
The House That Jack Built
The Teeny Tiny Woman - Barbara Seuling
How Rooster Saved the Day - Arnold Lobel
And To Think I Saw it on Mulberry Street - Dr. Seuss
One Fish, Two Fish, Red Fish, Blue Fish - Dr. Seuss
Henny Penny - Paul Galdone
Three Billy Goats Gruff - Marcia Brown
What Do You Do Dear? - Sesyle Joslin
The Very Hungry Caterpillar - Eric Carle
Nobody Listens to Andrew - Elizabeth Guilfoyle
The Story About Ping - Marjorie Flack
The Gingerbread Boy - retold by Paul Galdone
Seven Little Rabbits - John Becker
Over In The Meadow - Ezra Jack Keats
Ask Mr. Bear - Marjorie Flack
Goodnight Moon - Margaret Wise Brown
Dandelion - Don Freeman
Are You My Mother? - P.D. Eastman

Some commercial sources for big books are:

Holt Rhinehart - Bill Martin series
The Wright Company - Mrs. Wishy Washy series
Scholastic Big Books

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[5] *Ibid.*, Don Holdaway.

Follow-up Activities

- rereading big books
- listening to tapes of big books
- illustrating story books
- selecting new books for a big book experience
- playing games with word cards to reinforce sight vocabulary
- sharing a big book with a friend
- writing words for a big book story
- developing language experience charts
- preparing individual word books
- making a big book of a child's own experiences
- making a mural of a favorite big book
- creating puppets of favorite big book characters
- using puppets to dramatize big book stories
- making a "Compare the Stories" chart of two or three big book stories
- taking rexographed copies of big books home to read to parents

The goal of the big books is to help children become independent readers--highly motivated to read for pleasure, able to readily recall details, begin to use book language, and feel secure in the knowledge that they have begun to read. The noncompetitive environment of the shared book experience leads to a climate of trust which allows young children to take risks and develop as readers.

Read to the children!

Read with the children!

Let the children read alone!

"Compare the Stories"

Title	"The Three Billy Goats Gruff"	"That's What Friends Are For"[6]
Author	Folktale - retold by Marcia Brown	Heide and Van Clief
Setting	a bridge over a stream near a meadow	the forest
Characters	The Troll Big Billy Goat Gruff Middle Billy Goat Gruff Little Billy Goat Gruff	an elephant birds a monkey Daddy Long Legs a crab a snake an opposum a lion
Problem	The Troll would eat the goats if they crossed the bridge	Theodore, the elephant, has an injured leg
Goal	The goats want to eat the grass on the other side of the bridge	Theodore wants to visit his cousin at the other end of the forest
Events	-Big Billy Goat Gruff tricks the Troll and crosses the bridge. -Middle Billy Goat Gruff tricks the Troll and crosses the bridge. -Little Billy Goat Gruff tricks the troll and crosses the bridge. -The Troll is very angry.	-Birds give Theodore advice. -Daddy Long Legs gives Theodore advice. -Monkey gives Theodore advice. -A crab gives Theodore advice. -A snake gives Theodore advice. -The lion roars. -The opposum helps Theodore.
Resolution	The goats all trick the Troll. They eat the grass on the other side of the bridge.	All the animals bring his cousin to him.
Vocabulary	Troll Billy Goats trip-trap bridge meadow who walking grass	elephant forest monkey cousin bird opposum advice

---

[6] Florence Heide and Sylvia Worth Van Clief, *That's What Friends Are For* (New York: Scholastic Book Services).

READING WITH TRADE BOOKS

"Children need literature to try on life for size."

Charles E. Reasoner

A successful reading program can meet both the common needs of the entire class and the particular needs of each child. It recognizes individual differences and abilities. A good reading program seeks to develop in each child an appreciation for literature, a regard for books as sources of information as well as enjoyment, and a desire to read beyond the classroom for recreational purposes. It encompasses a variety of materials and approaches in the endeavor to provide a high level of interest, a diversity of choices, and a variety of instructional methods. One avenue for meeting young readers' varying needs and interests is the use of trade books as an integral part of the reading program.

> "It sets up a flexible class environment--a creative learning climate which permits children and good books of all kinds to come together for natural and self-fulfillment purposes and in happy and successful ways." [7]

Children in this program:

- set their own pace
- select their own reading materials
- pursue their own interests
- maintain their own records
- evaluate their own progress
- recognize their own skill needs

A literature-based reading program broadens and deepens children's existing interests and awakens new ones. In addition to encountering language which is true to life, the young reader gains meaningful vocabulary and develops an appreciation for reading. This appreciation translates into a stimulus for writing. Unhampered by readability formulas, controlled vocabulary lists, or sequences of requisite skills, reading with trade books combines all the Communication Arts--listening, speaking, reading and writing--in an enriching experience.

Highlights of the Program

1. Self-pacing: Children read at their own rates without group limitations.
2. Self-selecting: Built-in motivation and interest are ensured when children select their own reading materials.
3. Conferencing: Regular conferences are scheduled with each child, depending on purpose and need.
4. Recordkeeping: (a) Children maintain their own records of books read.
   (b) The teacher maintains a record of the progress, strengths, and weaknesses of each child in the program.
5. Sharing: Children may share orally, in writing, or through art and dramatics.
6. Managing: At the outset, rules are established by the teacher and the children for the smooth operation of the program.

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[7] Division of Curriculum and Instruction, *A Practical Guide to Individualized Reading* (New York: Board of Education of the City of New York, October 1960).

Assessment

It is important to determine each child's reading level in order to select books for the classroom library. The levels are also useful when you help children select books to read. The teacher may accept the information on the child's cumulative reading record card. Levels may also be determined by administering an informal textbook test or a published test. Noting this information will assist in charting each child's progress in the program.

An interest inventory is helpful in finding appropriate reading materials for the children. (See sample)

Assessment instruments may be developed to keep accurate records of each child's progress. (See sample.)

Some of the areas to consider in measuring growth are:

- increased enthusiasm toward reading
- acquisition of new vocabulary
- development of writing skills
- evidence of word attack skills
- increased ability to verbalize
- broadened interests
- increased comprehension
- knowledge of dictionary skills
- ability to work independently

This interest inventory sample may be used to help the second grade teacher select books for the classroom library. The teacher may wish to model how to fill out the form and respond to the questions.

All About Me

My name is ______________________________

My pet is ______________________________

The people who live at my house are ______________________________

____

Reading is ______________________________

I like to read stories about ______________________________

____

My favorite toys or games are ______________________________

____

My favorite television programs are ______________________________

____

In school I like to ______________________________

____

Outside of school I like to ______________________________

____

My friends and I like to ______________________________

____

When I grow up I want to be ______________________________

____

After the children have completed the "All About Me" inventories, a summary sheet listing their attitudes and interests may be used as a guide for choosing appropriate trade books for the classroom library.

Materials Needed

Many, many trade books
(about 5 per child)
Children's magazines and newspapers
Comic books
Dictionaries
Junior thesauri
Charts
A reading log notebook for each child
Non-fiction books correlated with second-grade content area curriculum

Children's books and reading materials may be obtained from the school library, book clubs, PTA funds, or home collections, as well as from Reading Is Fundamental. Big books, small books, books of various genres and books on various subjects, picture books, read-alongs, and paperbacks all add to the excitement of the classroom library.

Management

If the program is to operate smoothly, it is essential to establish routines with the children.

Planning includes how to:

- select books
- return books to the shelves
- get help during reading
- work quietly
- attend to skill practice
- prepare for a conference
- get ready to share
- use the reading log
- work in small groups
- work independently
- decide what to do next
- change activities
- take turns

The Library Corner

An essential component of reading with trade books is organizing the library corner. In the second grade, books may be categorized by genre, content area, and/or subject matter, e.g., Animal Stories, Alphabet Books, Fairy Tales, Fables, Biographies, Books About Careers, Holiday Stories, Science and Health Books, American Heroes, Poetry, and Favorite Stories. A chart may be displayed listing the categories and assigning color codes to each section. Colored tape affixed to the spine of each book can facilitate organization of the library.

When children participate in library arrangement, they gain familiarity with reading materials, practice the skills of categorizing and organizing, and share in the responsibility of maintaining this classroom center.

LIBRARY

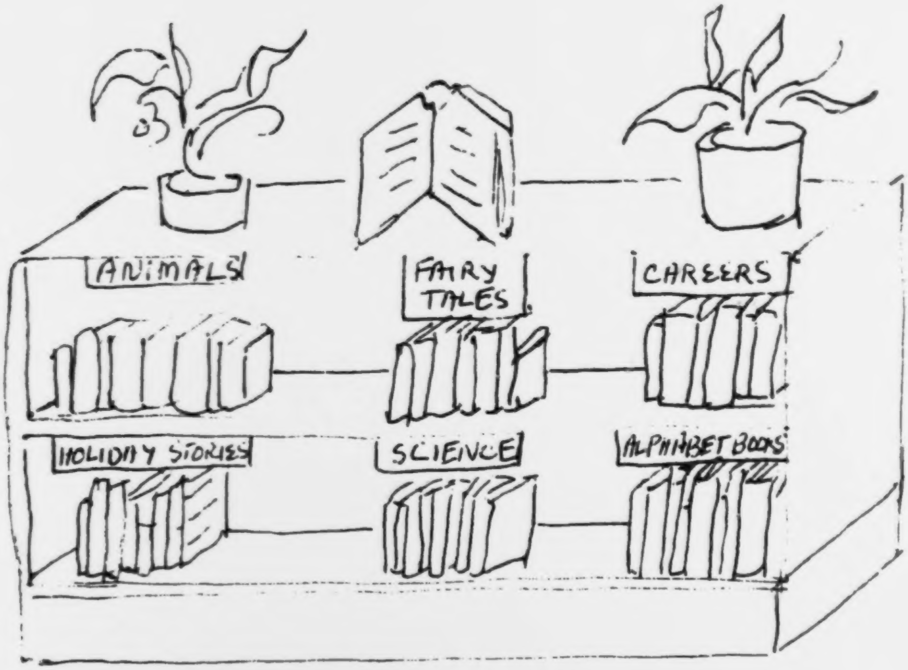

ANIMALS
FAIRY TALES
CAREERS
HOLIDAY STORIES
SCIENCE
ALPHABET BOOKS

Chart for the Library Corner

Books in our library are arranged by category. Each category has a different color.

Careers	yellow
Fairy Tales	blue
Animal Stories	red
Biographies	green
Science	orange
Holiday Stories	purple
Alphabet Books	brown

Please return your book to its right place.

Book Selection

How do we help children select books which they will enjoy, be able to read independently, and find interesting? This may be done in a variety of ways. One way is teacher modeling of the selection process:

Teacher Says	Teacher Does
"Boys and girls, I'm going to show you one way to select a book."	-
"I would like to read a book about animals. I will look at some book covers in the animal section of our library. I will read the titles of the books."	Takes a few books from library shelf and examines the titles and cover illustrations. Selects a book.
"I think I like this book. Let me look at some pictures on the pages of the book."	Shows a few illustrations to the class and comments on each as pages are turned.
"Now I will try to read one of the pages."	Reads a page aloud making two obvious errors or omissions.
"I missed only two words on this page and I like the pictures of the elephants and the monkeys. I think I'll read this book."	Replaces other books on the library shelf. Calls upon a volunteer to model the selection process.
NOTE: Criteria for errors should be established with the class. If more than five words are missed on a page of approximately 100 words, the selection is too difficult for the child to read.	Develops a chart with the children to serve as a guide for selecting books.

HOW TO CHOOSE A BOOK

1. Look at the cover of the book.
2. Read the title and author.
3. Look at some pictures in the book.
4. Read a sample page.
5. Count how many words you missed.
6. Decide if you will be able to read the book.
7. Ask yourself if you will enjoy reading the book.

Another way to motivate children to select books is through teacher modeling of oral reading. In the selection process for modeling oral reading, teachers should plan to acquaint children with a variety of genres, books by different authors, poetry, and other selections which highlight elements of narrative form. A good read-aloud program serves to:

- spark children's interests
- provide a focus for written expression
- demonstrate types of stories
- give purpose to listening
- share favorite selections
- establish a sense of story structure
- interest children in the characters
- clarify word meanings

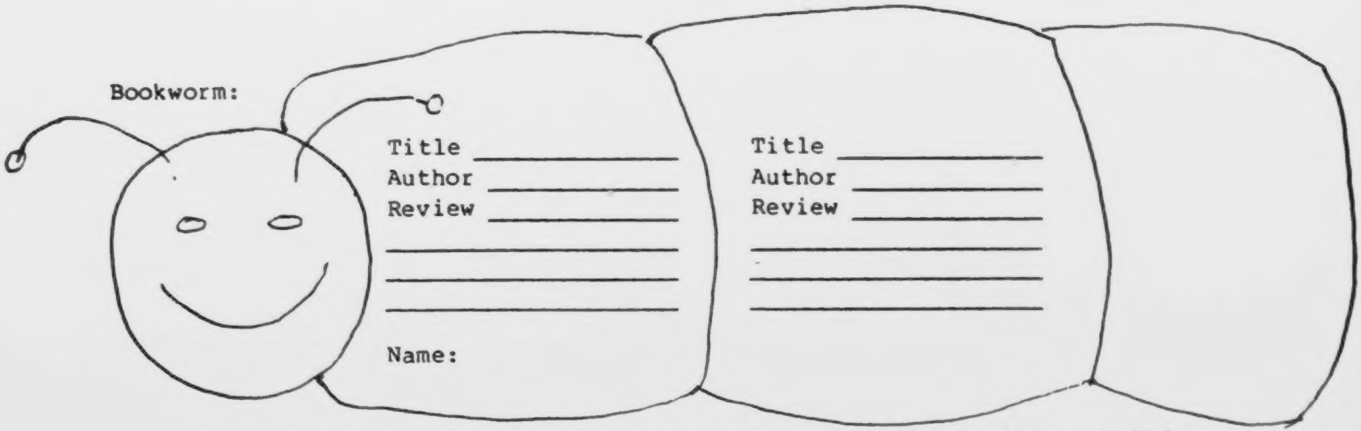
An invaluable resource for the second-grade teacher is The Arbuthnot Anthology of Children's Literature, 5th ed. (New York: Lothrop, Lee and Shepard, 1980). The teacher may use this guide to select literature to read aloud to the children. Two other volumes which contain lists of read-aloud favorites are For Reading Out Loud! by Mary Kimmel and Elizabeth Segal (Dell) and The Read-Aloud Handbook by Jim Trelease (Penguin).

Book talks provide another avenue for book selection. A variety of books are preselected by the teacher for introduction to the children. Displaying each book, the teacher gives a brief summary of its contents to spark interest. A few pictures are shown. Teacher's judgment decides the subject matter, reading levels, and number of books presented.

Books may then be placed on the chalkboard ledge for selection by the children.

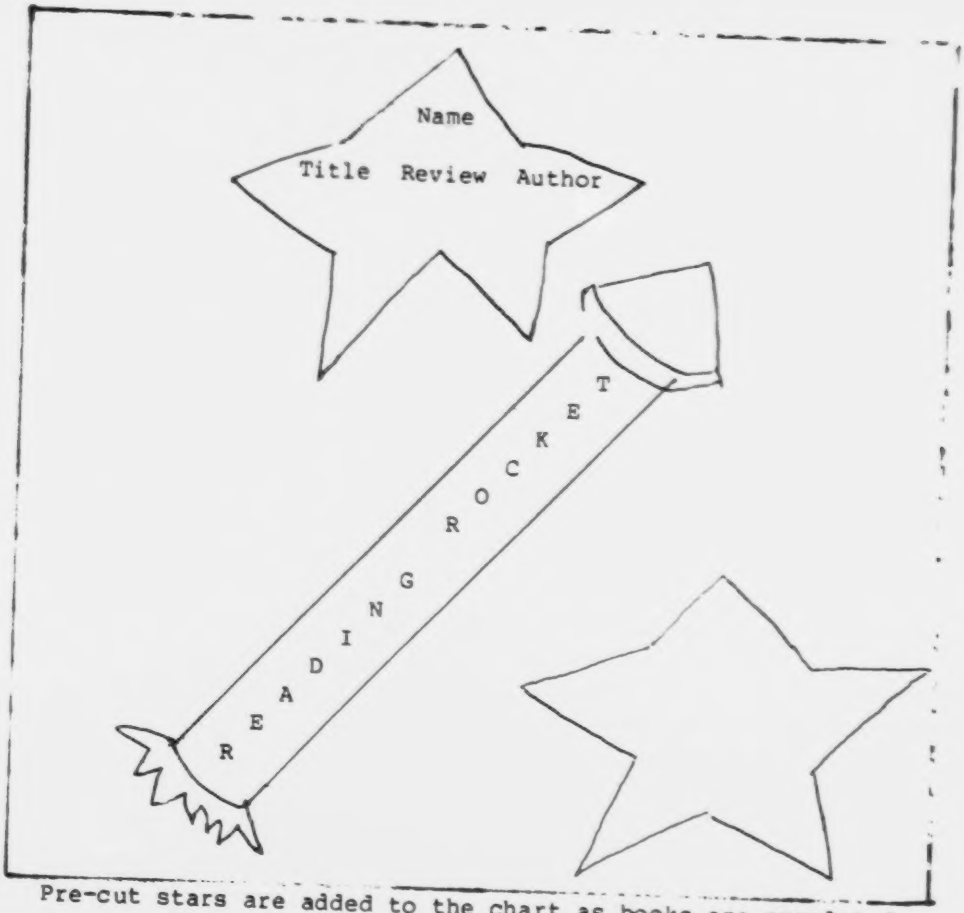
Peer recommendation is another method of book selection. As the program progresses, children may develop review procedures for telling each other about the books they have read. These may include charts, index card files, "bookworms," special report forms, and oral sharing.

Bookworm:



Sections of the worm are precut by the teacher. Children add the sections after they have completed a book.

Reading Rocket:


Name
Title Review Author
READING ROCKET

Pre-cut stars are added to the chart as books are completed.

Index Card:

Title: How Kittens Grow Author: Millicent E. Selsam
Genre: Nonfiction--Science
This book is about baby kittens and how their mother takes care of them. They sleep a lot. They lick their paws. I like cats.

Date: March 22, 1985 Reviewed by Kecia Dodson

Sample Page of Reading Log

Date ______________

Title ______________________________

Author ______________________________

Type of book ______________________________

Interesting words:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

The book was about:
(see chart below)

Illustration:

The reading log is divided into two sections. The second half of the notebook becomes a personal dictionary with pages lettered from Aa to Zz. As each interesting word appears on the log page, it is written in the dictionary section under the proper letter. Subsequently, sentences may be written under each word on the dictionary pages. Children can be shown how to use the big dictionary and thesaurus as references. Pages of the log may be illustrated with scenes from the story or pictures of story characters.

The following chart may guide the children in making entries in their reading logs:

Reading Log Guide

What was the book about?

1. Who was in the story?
2. Where did the story take place?
3. What was the problem?
4. How was it solved?
5. What did you learn from this book?
6. Did anything like this ever happen to you?

Although every item need not be answered each time a log entry is made, children need to be taught the skill of writing their answers in sentences which take paragraph form.

Children's Reviews: Class Chart

Title	Author	Type of Book	Recommendation	Reviewer
Six Foolish Fishermen	Benjamin Elkin	Fiction	It was fun to read.	John Clarke
Owl At Home	Arnold Lobel	Fiction	I liked the part about the moon.	Ann Santiago
The Boy Who Cried Wolf	Freya Littledale	Fable	Read this book. It will teach you a lesson.	Robert Brown

The Lesson Schedule

The reading period may be planned in the following way:

WHO	WHAT	HOW LONG
Teacher and Children	Group/Individual Planning	5-10 minutes
Children	Select materials Read Make log entries Do dictionary work Work on follow-up activities Do skill exercises	30 minutes
Teacher	Observes Conferences Assists individuals Works with small groups	
Children	Share, report Read selections to audience Discuss reactions to books Show results of follow-up activities Ask questions	10 minutes
Teacher	Listens Asks questions Facilitates discussion	

The Conference

Conferencing permits the teacher to develop a supportive relationship with each child. Plan to spend half the reading period conferencing. Each conference should last from 6 to 10 minutes. The other half of the period is used for observation and general assistance.

A conference does not have to be held with a child for every book read. A good practice would be to conference approximately one book out of three. In preparing for a conference, the child might follow this sequence:

1. Choose a book you like and read it.
2. Get ready to answer questions about your book.
3. Select a part to read aloud.
4. Write your name on the conferencing list.

The teacher should use the conference to assess:

1. The child's grasp of the major meaning of the story.
2. The child's awareness of the story genre. Is it a fairy tale? A fable?
3. The child's ability to respond to critical and inferential questions about the text.
4. The child's ability to unlock word meaning.
5. The reason the child selected this book.
6. The child's evaluation of the story from a personal viewpoint.
7. The child's mastery of the mechanics of reading skills.

A conference may be used to diagnose, teach, evaluate, listen, share, discuss, and plan with the child. It permits the teacher to give a mini-lesson at the teachable moment and to help children develop a deeper sense of story structure.

The child may then be given help with selection of the next book, suggestions for sharing, or skill practice.

Teacher's Conference Sheets for Each Child

There are many ways of recording each reading conference. The major purpose in keeping a record is to monitor children's progress, note their skill needs and make appropriate assignments which will enable them to move ahead in reading.

Three forms of conference sheets are presented. They may be adapted to class needs, or teachers may develop a form of their own.

Child's Name ______________________________

DATE	BOOK/AUTHOR	STRENGTHS NOTED	SKILLS NEEDED	FOLLOW-UP ACTIVITY
10/12	I Know An Old Lady/Rose Bonne	Rhyming Skills	Blends with s:sp, sw	Mobile of woman and animals
10/24	Too Much Noise/ Ann McGovern	Able to retell story in sequence.	How to use context skills to unlock word meaning.	Book Report Form #1

The conference may begin with the teacher asking "Did you enjoy your book? What was it about?"

Child's Name ______________________________

Conference Date ______________________________

Book Title ____________________________ Author ______________________

1. Grasp of Main Idea/Story Line ______________________________

____

____

2. Word Meanings ______________________________

____

____

3. Page(s) Read Aloud ______________________________

4. Phrasing ______________________________

____

5. Word Attack - Strengths/Weaknesses ______________________________

____

____

6. Comprehension - Strengths/Weaknesses ______________________________

____

____

7. Knowledge of: Characters __________ Setting __________ Plot __________

Mood __________ Theme __________

8. Skills Assignment ______________________________

____

9. Follow-Up Activity ______________________________

____

As children gain familiarity with literary elements this conference sheet may become appropriate.

Child's Name ____________________ Book Title ____________________

Date of Conference ____________________ Author ____________________

1. Knowledge of:

   (a) plot sequence ____________________

   (b) characters ____________________

   (c) setting ____________________

   (d) mood ____________________

   (e) theme ____________________

   (f) genre ____________________

2. Pages __________ read aloud:

   (a) phrasing ____________________

   (b) pronunciation ____________________

   (c) word attack/comprehension/weaknesses ____________________

   ____

   (d) strengths ____________________

   ____

3. Assigned skills work ____________________

   Assigned project ____________________

Skills

Children learn to read by reading. Due to the high interest level of the selections in the trade book program, children often make generalizations about skills without conscious realization. Teaching those skills becomes unnecessary. As children recognize their own skill needs, they attempt to resolve them independently. It is advisable for the teacher to keep a checklist of second grade skills, to see that the children are gaining essential learnings as they work independently. Small group and whole class lessons may be planned as a result of conferencing or observations made during reading time.

Sharing

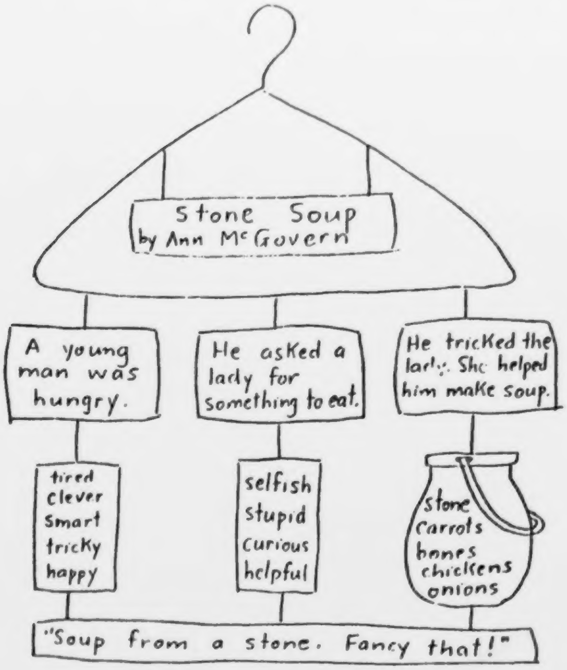
Children can share by displaying art projects, dramatizing stories, adding interesting words to class lists, participating in discussions about authors, comparing books on the same topic, or reading favorite selections to an audience. The following list contains some suggestions for written sharing activities.

SHARING YOUR BOOK

1. Make up two questions about your book.
2. Write a letter to the author.
3. Write a letter to one of the characters.
4. Write a new ending for the story.
5. Write a new beginning for the story.
6. Write a riddle about your book.
7. Retell the story in writing.
8. Tell why you liked reading the book.
9. Use a book report form.
10. Fill in a section of the bookworm.

Other Sharing Activities for Books

A story mobile


Stone Soup
by Ann McGovern
A young man was hungry.
He asked a lady for something to eat.
He tricked the lady. She helped him make soup.
tired
clever
smart
tricky
happy
selfish
stupid
curious
helpful
stone
carrots
bones
chickens
onions
"Soup from a stone. Fancy that!"

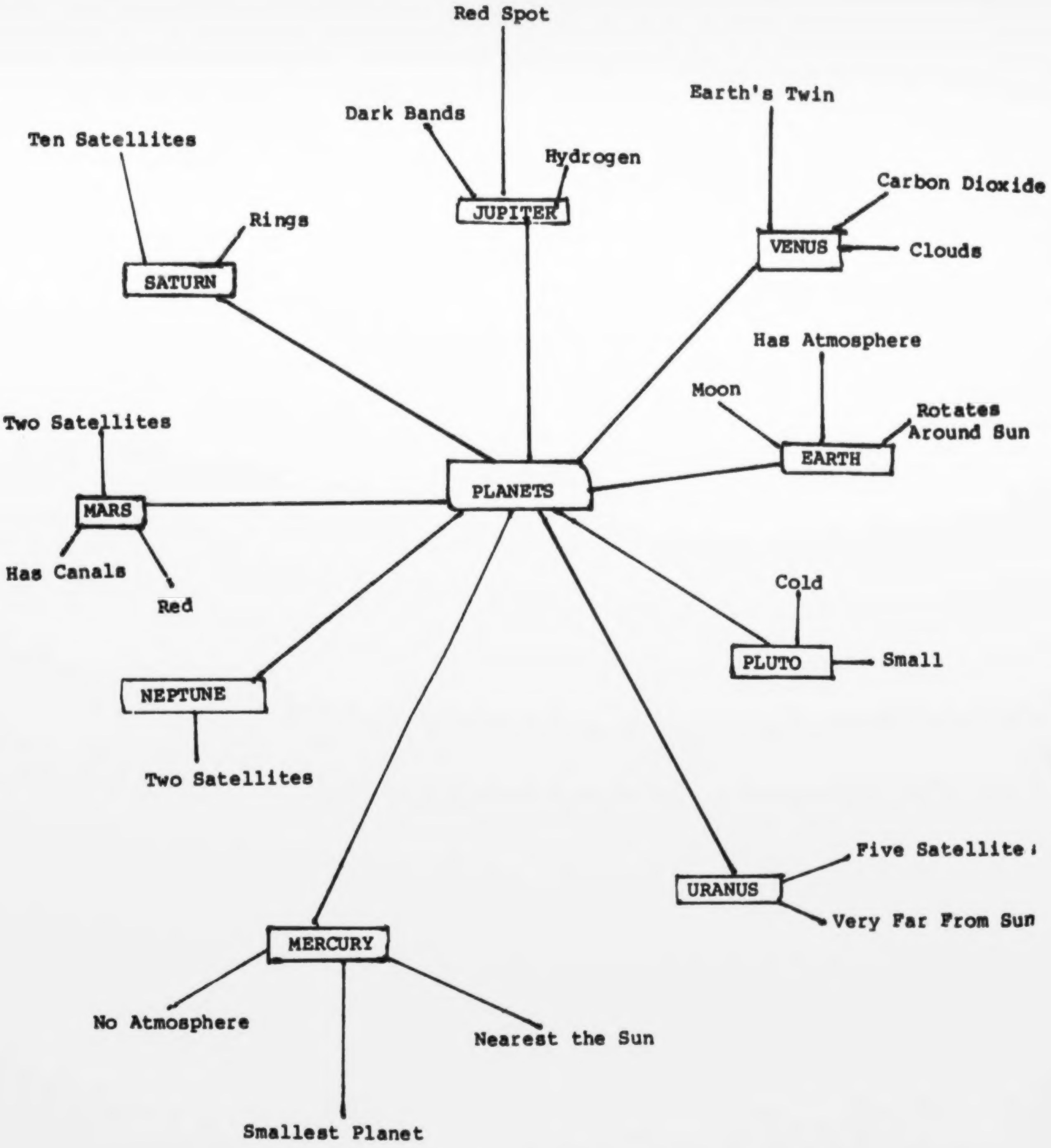
A **story parts booklet**

Name:	**Title:**		**Author:**
STORY PARTS			
Setting	**Characters**	**Problem**	**Ending**

Title: ____________________	**Author:** ____________________
Which parts were real? **Which parts were make-believe?**	
Real Parts	**Make-Believe Parts**

Information Web

This graphic representation may be created by a child for sharing a Content Area book. [8]


Red Spot
Earth's Twin
Dark Bands
Ten Satellites
Hydrogen
Carbon Dioxide
JUPITER
Rings
VENUS
Clouds
SATURN
Has Atmosphere
Moon
Rotates Around Sun
Two Satellites
EARTH
PLANETS
MARS
Has Canals
Cold
Red
PLUTO
Small
NEPTUNE
Two Satellites
Five Satellites
URANUS
Very Far From Sun
MERCURY
No Atmosphere
Nearest the Sun
Smallest Planet

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[8] From: Franklin M. Branley, *A Book of Planets for You*, illustrated by Leonard Kessler (New York: Scholastic Book Services).

Suggested Book Report Forms

Name ______________________ Book Report Form 1
Title ______________________
Author ______________ Illustrator ______________

My Favorite Character

Why I liked This Character

Words That Describe This Character

New Story Words:

Many forms of this type can be created. Use your imagination to see how many you and your children can devise.

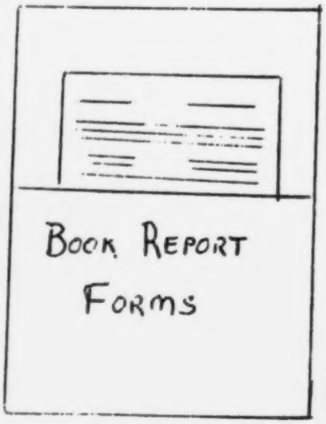
These book report forms help children who need structure to focus on the elements of narrative text.

Name ______________________ Book Report Form 2
Title ______________________
Author ______________ Illustrator ______________

Scenes From The Story

1. ______________________
2. ______________________
3. ______________________
4. ______________________

The forms may be stored in readily accessible envelopes.



Fantasy Play

"Imaginary playmates represent an invaluable tool that allows children to rehearse themselves in certain roles and to prepare them for life's problems."[9]

Recent study has found that fantasy play in childhood is a precursor of creativity, intellectual growth, and the development of acceptable social behavior. A wealth of imaginary companions have been provided by the world of children's literature. The toy market today bears witness to the "reality" and abundance of make-believe story people. Children create fantasy characters to share their experiences, offer support and protection, corroborate their stories, provide vehicles to express their fears, absolve their guilt, and insulate them from peer rejection.

The second grade teacher needs to be aware of this aspect of human growth, especially as it relates to the literature program. Children should be provided with opportunities to enrich their lives with imaginary companions. At the same time, distinctions should be preserved between what is real and what is fanciful. Young children need to outgrow these playmates once their function has been served so they can move ahead in life and literature.

Conclusion

A literature-based reading program teaches the child to read instead of teaching the reader to the child. In this program, children are not grouped. There are no "robins" or "bluebirds." Each child is successful. Without the pressures of peer or ability groupings, the young child is free to develop a love for books and become a lifelong reader.

In Good Books Make Reading Fun For Your Child, Glenna Davis Sloan writes, "Children will become readers only if their emotions are stirred by what they find on printed pages. The truly literate are not those who know how to read, but those who read fluently, responsively, critically, and because they want to."[10]

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[9] Mary Jalongo, "Imaginary Companions in Children's Lives and Literature," *Childhood Education*, Jan./Feb. 1984, pp. 166-171.

[10] Glenna Davis Sloan, *Good Books Make Reading Fun for Your Child* (International Reading Association, 1985).

ALTERNATIVE USES OF THE BASAL READER

Selections and adaptations from traditional literature are becoming more apparent in the pages of recently published basal readers. New teachers' guides include literary strategies related to comprehension and analysis of story structure and story language. It is possible, however, to approach any basal series from the standpoint of literary appreciation. In order to achieve this goal, the child must first acquire knowledge of various literary forms and language patterns found in printed matter.

The basal reader is not a recipe to be followed from begining to end. It is a compendium of units of instruction which are at the disposition of the skillful teacher. Instructional tasks should be based on the key understandings of genre, story elements, and subject matter.

> "Different stories have different demands. The art of teaching lies in the teacher's ability to vary the presentation of material based on textual demands and student needs. Each story requires a different preparation. A helpful guide is that the more difficult the story, the more preparation you must provide."[11]

The two common literary genres are fiction and nonfiction, but within each category lie many subtypes, including those which overlap or contain elements of both. Familiarity with genre will enable children to focus while reading, apply specific criteria for evaluating the stories read, and concentrate on a particular class of literature which they find interesting. Reading literature based on a central theme or subject (e.g., friends, animals, faraway places, travel) will allow children to compare and contrast types of stories, authors' styles, and plot development.

Genres of Traditional Literature

Myths - Stories center on strong characters, usually immortal, who undergo unusual, often tragic, experiences. The characters are sometimes gods and goddesses. Myths explain creation, natural phenomena (clouds, sun, storms), life and death, and offer prescriptions for desirable behavior.

Legends - Short stories, which are reconstructions of earlier times, containing a perfect hero who overcomes great dangers through superhuman qualities. Good deeds are rewarded; bad deeds punished.

Tall Tales - Exaggerated stories about seemingly real people who accomplish feats beyond the capacities of ordinary people.

Fables - Brief tales, with stated or implied lessons, in which animals speak and imitate human behavior.

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[11] Barbara Swaby, "Varying the Ways You Teach with Basal Readers," *The Reading Teacher*, March 1982, pp. 678-679.

Fairy Tales - Imaginary stories about extraordinary characters, e.g., royalty, witches, ogres. Characters are usually one dimensional and the plots simple and direct. Fairy tales contain conventional beginnings and conclusions. There is always a happy ending.

Folktales - Stories from the oral tradition of a people, often used to explain natural phenomena. The stories are about common people, peasants, or royalty. The hero(ine) is clever and courageous and uses his or her talents to overcome terrible odds.

Fantasy - Highly imaginative stories with their own internal logic. Story often begin in the present, and characters are transported to another time, place, or dimension. Animals can speak, and there is an element of magic.

Realistic Fiction - A story of events, imagined or based on experience, which could happen to real people in the real world.

Science Fiction - A fantasy using scientific or futuristic concepts as part of the plot or background of the story.

Historical Fiction - Story is set in another period and deals with lifestyles and problems of that time. Although the plot is based on historical facts, some characters or parts of the story are imagined.

Fiction - A story that takes place in the present time about life as we know it today, but has imaginary parts.

NonFiction - Informational books, stories, or articles which present facts and often have little or no story line. These include biographies; autobiographies; books, about geography, science, and nature; selections about careers, etc.

Other forms of literature include poetry, essays, picture books, short stories, and plays.

In order to help children understand the elements of a particular genre, stories from that genre may be grouped for instructional purposes. Children will be able to recognize characteristics common to each category and apply those understandings to other selections. Units may be planned for folktales, fairy tales, myths, legends, tall tales, or science fiction. Selections in the basal may be supplemented with those found in trade books or other publications. The advantage of this type of instruction is that it will refine children's comprehension while providing them with a framework for reading and responding to a variety of literary forms.

Elements of Narrative Text

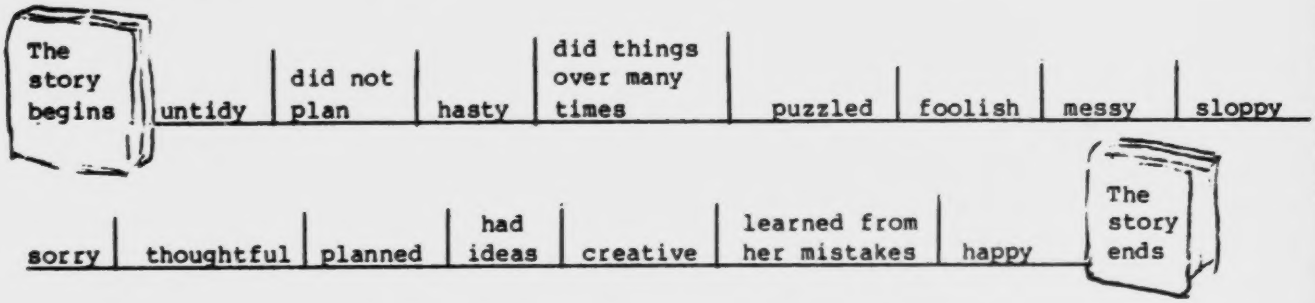
Children need to be able to recognize the characteristics of narrative text. A story grammar will enable young readers to analyze literature and anticipate what happens. The following concepts are important learnings in the literature program. Sample questions to elicit children's understanding of such concepts follow each definition.

PLOT	Plot is made up of episodes that happen in sequence. As the story unfolds we meet the problem, the events, and the resolution of the problem. Plot is the author's plan for developing the story. Can you retell the events of the story? What happened first? Then what happened? How did the events in the story help the character solve his or her problem?
SETTING	The somewhere and sometime of the story. When did the story take place? How is the time and place in the story different from today?
MOOD	The feeling the reader gets from the descriptions in the story. How did the story make you feel? What words told us how the characters felt?
THEME	The author's message. Why do you think the author wrote the story? Is the story like anything that ever happened to you?
CHARACTERIZATION	The way the author presents the characters in the story: how they speak; what others say about them; how they behave; how others react to them. Did any character change? How? (See "Line of Character Traits" below.) How did you know the (character) was (greedy, happy, etc.)?
POINT OF VIEW	Authors who write in the first person tell the story from a personal point of veiw. Authors who write in the third person reveal the characters' inner thoughts and feelings. Who is telling the story? How can you tell?
LANGUAGE	The special words, phrases, idioms, figurative language, metaphors, or dialect the author uses to tell his story. What did the author mean when he wrote ____________? What words helped the author to describe __________? What words did you like?

LINE OF CHARACTER TRAITS

"Lisa" by Solomon Snowber

How Lisa Changed In The Story


The story begins
untidy
did not plan
hasty
did things over many times
puzzled
foolish
messy
sloppy
sorry
thoughtful
planned
had ideas
creative
learned from her mistakes
happy
The story ends

Note to teacher:

1. Brainstorm all the traits of a particular character in the story.
2. Record them in a random fashion on the board.
3. Elicit from the children the order in which the character traits were presented in the selection.

Skills

Using the basal text as a literature lesson does not eliminate direct instruction or teacher modeling. The skills development presented in the teacher's guide accompanying the basal text remains an integral part of the reading lesson. Prereading activities, vocabulary presentation, phonetic and structural analysis, retelling, and enrichment activities continue to be part of the learning experiences in the reading curriculum.

Reading Aloud

Reading aloud to the class is an important aspect of a literature program. The teacher may choose particular passages or stories to demonstrate plot development, use of dialogue, genre, or identity of the storyteller. Comprehension and listening skills may be developed through questioning, retelling by the students, or group discussion following reading of the selections. Young children need to hear good reading models. The teacher models fluency, proper pronunciation, pacing, and expression as standards for imitation.

Literature Charts

Literature charts may supplement the basal reading lessons. If developed in an ongoing fashion, they will provide a summary of learnings and a reference for future readings. Among the possible charts are:

- Fairy Tales We Have Read
- Themes From Fables
- Character Traits
- Settings We Have Discovered
- Mood Words
- Figurative Language in Stories We Have Read
- Idioms in Stories We Have Read
- What Is a Fable? A Fairy Tale?
- Historical Events We Have Read About
- Future Worlds in Literature

The charts are developed over a period of time and new information is added as it emerges from the reading lessons.

Following is a chart about story settings:

Settings We Have Discovered

the forest

the farmyard

Mexico

a small town

Japan

the desert

outer space

a cave in the mountain

the ocean

a palace

the beach

a classroom

Extending the Lessons

Children will respond creatively to literature in a number of ways:

- Drama--pantomime, puppetry, playlets, choral speaking, role-playing
- Storytelling and reading to an audience
- Recitation of selected passages
- Discussion of story parts and reactions to stories
- Retelling through writing
- Participating in book talks to compare two fairy tales or two folktales.
- Creating bulletin boards, dioramas, book jackets, murals, and posters

If children were to follow the literature path through the basal reader, reading would be more pleasurable. Teachers and children could learn to disregard levels of difficulty normally encountered in standard programs. Vocabulary words would be more meaningful and concepts more easily retained because they would relate to particular tastes and interests. A new community of readers would be born endowed with a love for reading.

"Our greatest challenge and privilege in working with children is to ensure that books are as much their friends as the children next door." [12]

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[12] Shirley Koeller, "25 Years Advocating Children's Literature in the Reading Program," *The Reading Teacher*, February 1981.

RESPONDING TO LITERATURE

"One of the promising current approaches for studying children's responses to literature focuses on children responding in natural classroom settings."[13] Human contact and context are the important ingredients for encouraging children to cue and assist each other in reading responses.

It might be helpful to consider recent findings (Agee and Galda, 1983; Benton, 1982, 1983; Fox, 1979; Harvey, 1982; Sully, 1982) which indicate the child's thinking processes while reading fiction:

a. Picturing - images children form as aids to comprehension.
b. Anticipating/Retrospecting - connections children make to the preceding episode and what will happen next.
c. Interacting - relation the child senses to similar personal experiences and the feelings evoked from reading about a particular character or event.
d. Evaluation - the total response to the story and the opinion formed.

Using these mental activities as a basis, teachers can formulate a system for guiding children's responses to literature.[14]

Story Grammars

Familiarity with story structure plays a key role in helping young children comprehend narrative text. Story grammars have recently been developed by several theoreticians (Rumelhart 1975; Stein & Glenn 1976; Thorndyke 1977; Mandler & Johnson 1980) to serve as guideposts for releasing meaning from literature. A story grammar helps the child to diagram story components and relationships in much the same way as sentences are parsed.

At first children learn the terms "beginning," "middle," and "end" of the story. While reading, these words serve to categorize story parts and recall events. Simple diagramming using these terms might be:

GOLDILOCKS AND THE THREE BEARS

Beginning	Middle	End
Goldilocks took a walk in the woods. She saw a house.	Goldilocks went into the house, ate the porridge, broke a chair and fell asleep.	The bears came home. Little Bear cried out. Goldilocks ran out of the house.

As children become proficient in the use of story language, other words can be added to their grammar, e.g., plot, setting, theme, episode, subplot, goal, outcome, resolution, characters, and mood.

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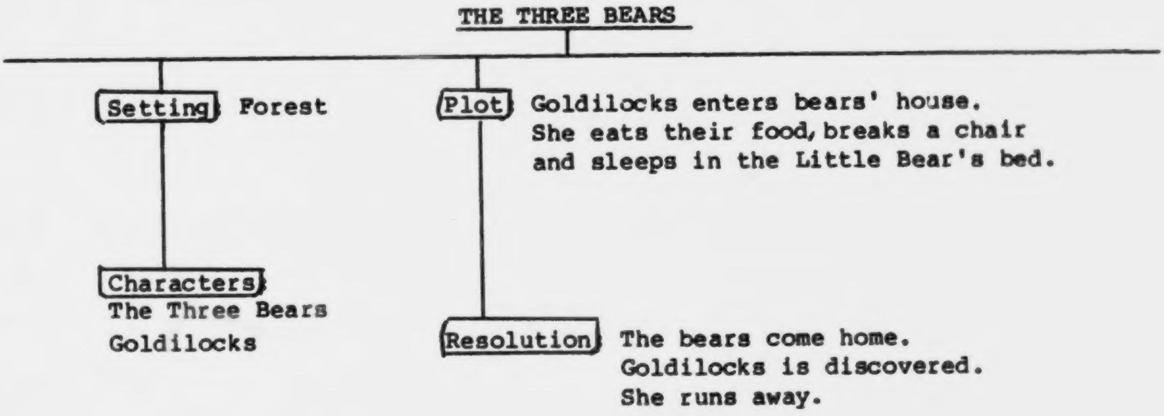
[13] Janet Hickman, "Researching Children's Responses to Literature," *Language Arts*, vol. 61, no. 3, March 1984, p. 278.
[14] Michael Benton, "The Methodology Vacuum in Teaching Literature," *Language Arts*, vol. 61, no. 3, March 1984, p. 270.

A diagram that reflects children's increased proficiency in the use of story language might then be:


THE THREE BEARS

Setting: Forest

Plot: Goldilocks enters bears' house. She eats their food, breaks a chair and sleeps in the Little Bear's bed.

Characters: The Three Bears, Goldilocks

Resolution: The bears come home. Goldilocks is discovered. She runs away.

Further diagramming could divide the plot into episodes with more detailed events.

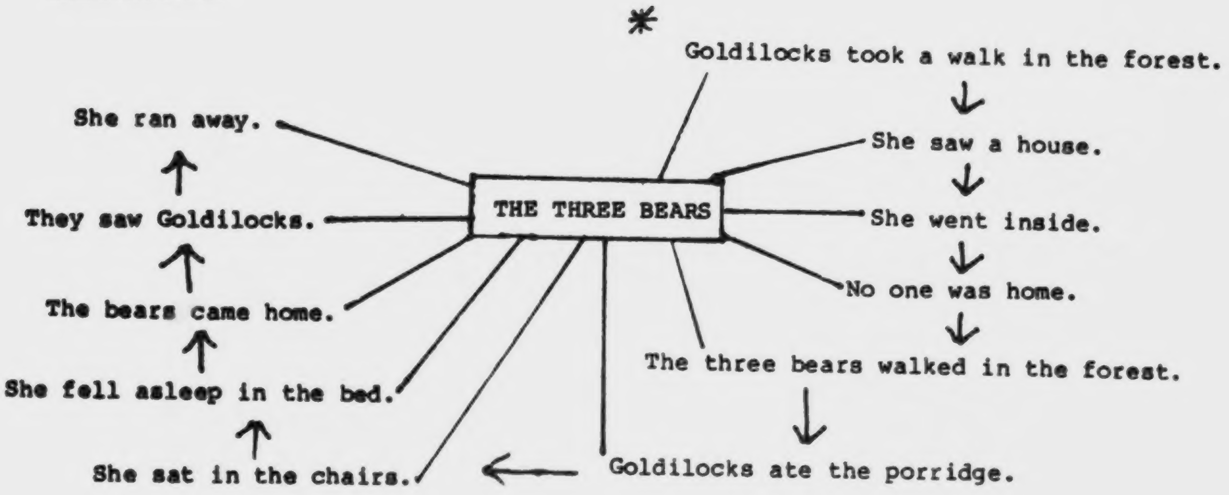
The use of a story grammar provides the child with a focus while reading. It gives the child control over the text and helps delineate the narrative elements in an interrelated manner. Once diagramming is complete, it may be used for retelling, highlighting certain parts of the story, predicting events, or supplying new endings to the story.

Semantic webbing is another technique which enables young readers to present ideas in an organized and related way. It helps children to relate what they already know to new information in the book. Lines, arrows, or geometric shapes connect the details and differentiate categories. Concepts presented by the visual/spatial configurations of the web are more readily retained by the reader. Webbing may be used as a prereading activity, during reading as a reference, or after reading to discuss and summarize story events.

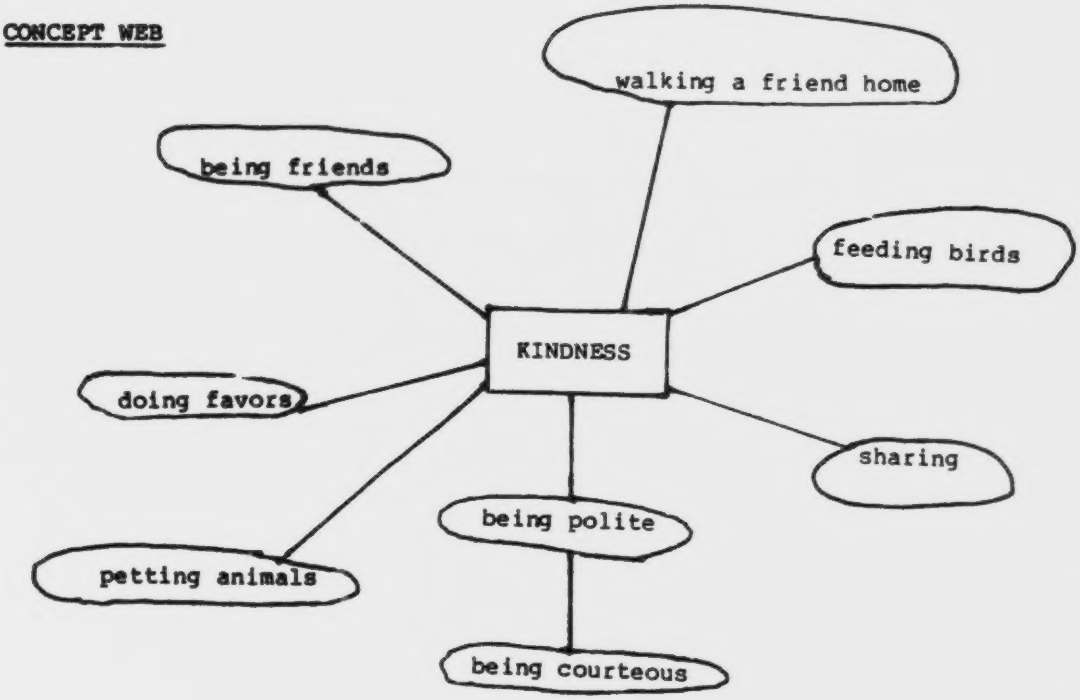
Webs are suggested for the following literary components:

a. Episodes - presenting the events in a story in a sequential manner
b. Characters - detailing the interrelationships among the characters
  - describing character traits
c. Vocabulary - developing a Word Scale of gradations of meaning of similar words or eliciting story vocabulary
d. Plot - linking the major plot, subplots, and cause/effect relationships
e. Concept - exploring and extending underlying themes of stories
f. Narrative elements - connecting plot, character, setting, theme, and mood
g. Themes - relating details in the story around a central topic

EPISODIC WEB


THE THREE BEARS
*
Goldilocks took a walk in the forest.
She saw a house.
She went inside.
No one was home.
The three bears walked in the forest.
Goldilocks ate the porridge.
She sat in the chairs.
She fell asleep in the bed.
The bears came home.
They saw Goldilocks.
She ran away.

CONCEPT WEB


KINDNESS
walking a friend home
being friends
feeding birds
doing favors
sharing
being polite
petting animals
being courteous

Isabel Beck and her associates at the University of Pittsburgh suggest the use of the STORY MAP to create a coherent framework for understanding and remembering narrative text.

The Story Map focuses children's attention on the important aspects of the narrative in an organized form common to most literature. The map consists of the following:

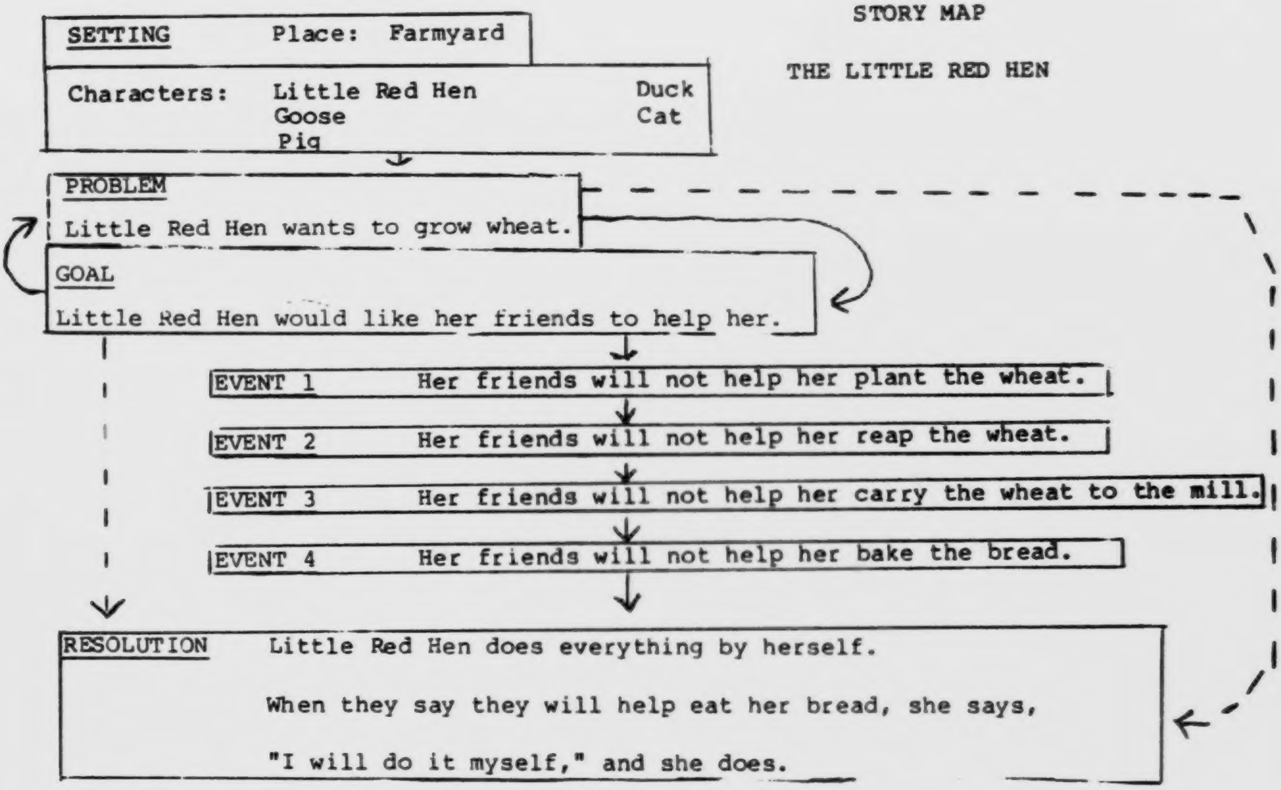
The setting (including place, time, and major characters)
The problem
The events
The resolution

Beck suggests that questions be generated which encourage children to form relationships between events and character actions. The Story Map may be developed from such questions as:

1. Where and when did the story occur?
2. Who is the hero or heroine?
3. What is the hero(ine)'s problem?
4. What does the hero(ine) need?
5. Why is the hero(ine) in trouble?
6. What should the hero(ine) do?
7. What was the first thing that was done?
8. Why was it done?
9. What happened as a result of the action?
10. What lesson was learned?[15]

STORY MAP

THE LITTLE RED HEN



SETTING Place: Farmyard

Characters: Little Red Hen, Goose, Pig, Duck, Cat

PROBLEM
Little Red Hen wants to grow wheat.

GOAL
Little Red Hen would like her friends to help her.

EVENT 1 Her friends will not help her plant the wheat.

EVENT 2 Her friends will not help her reap the wheat.

EVENT 3 Her friends will not help her carry the wheat to the mill.

EVENT 4 Her friends will not help her bake the bread.

RESOLUTION Little Red Hen does everything by herself.

When they say they will help eat her bread, she says,

"I will do it myself," and she does.

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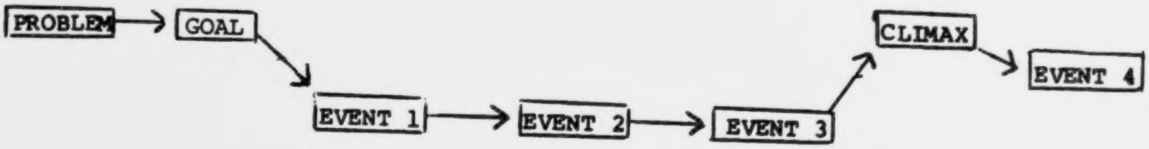
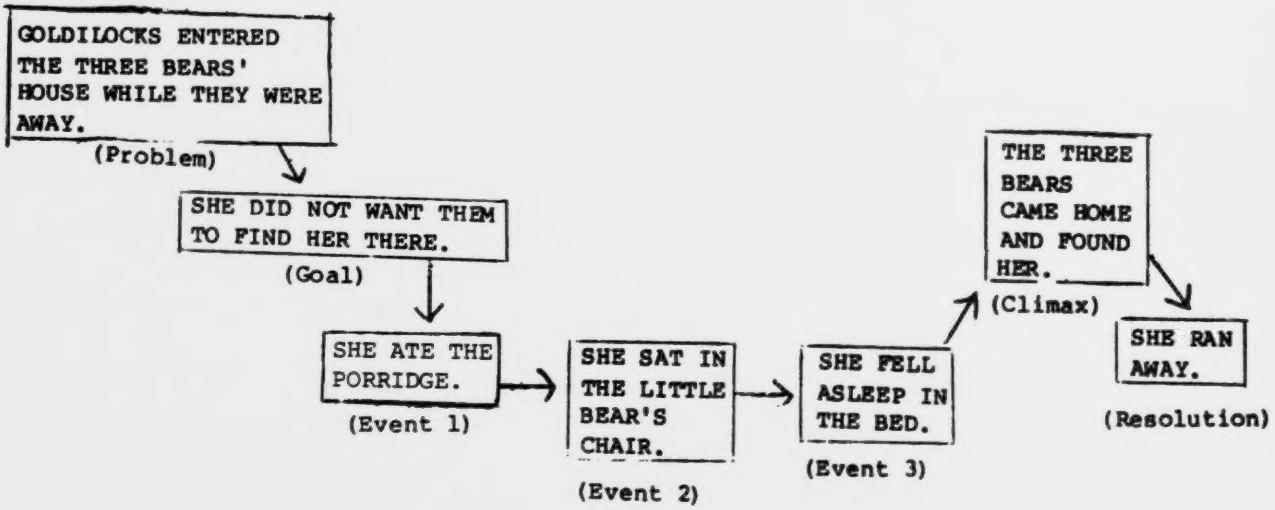
[15] I. Beck, *Instructional Dimensions That May Affect Reading Comprehension* (University of Pittsburgh, Language Research and Development Center, 1979).

Another type of response to literature is the FLOW CHART. In its simplest form, it might look like this:


PROBLEM
GOAL
EVENT 1
EVENT 2
EVENT 3
CLIMAX
EVENT 4


GOLDILOCKS ENTERED THE THREE BEARS' HOUSE WHILE THEY WERE AWAY.
(Problem)
SHE DID NOT WANT THEM TO FIND HER THERE.
(Goal)
SHE ATE THE PORRIDGE.
(Event 1)
SHE SAT IN THE LITTLE BEAR'S CHAIR.
(Event 2)
SHE FELL ASLEEP IN THE BED.
(Event 3)
THE THREE BEARS CAME HOME AND FOUND HER.
(Climax)
SHE RAN AWAY.
(Resolution)

The responses to literature presented in this section will help children:

- develop an understanding of literary structure
- focus on the important parts of the story
- read with definite purposes in mind
- organize details in a related fashion
- retell, recall, and retain
- apply analytical and critical thinking skills

Questions will assist in facilitating children's responses to literature. A variety of questions will allow children to think on many levels. Effective questions will promote higher levels of thinking as developed by Bloom in his Taxonomy of Educational Objectives.[16] Choices may be made from the following list of suggested questions and used with the activities mentioned in the preceding pages.

1. Who are the main characters?
2. What role does each character play in the story?
3. Where does the story take place?
4. What is the problem?
5. Is there a subplot?

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[16] B.S. Bloom, ed., *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain* (New York: David McKay, 1956).

6. How does the subplot help solve the problem?
7. What do the characters do?
8. What is the event that helps to solve the problem?
9. How is the problem solved?
10. Does anything change because the problem is solved?
11. What do you think the author intended us to know?
12. Could the problem have been solved in a different way?
13. What character traits did you read about?
14 Was the setting important? How?
15. Were the actions of the characters important? How?
16. What is the mood of the story?
17. Can you find the mood words?
18. Does the story have a lesson?
19. Did what happen in the story ever happen to you?
20. How would you have acted?
21. Now that the story has ended, what do you think may happen next?

READING IN THE CONTENT AREAS

The second grade curriculum provides instruction in the content areas of science, mathematics, health, and social studies. Reading is an integral part of all content area learning. While it is true that children in the second grade may relate and apply skills taught during basal reading lessons to subject area lessons, emphasis is required for literal, interpretive, and critical comprehension skills. Multi-meaning words, synonyms, and antonyms play a larger role in unlocking the meaning of key vocabulary in context. It is important that second graders receive help with content area reading at the time they read content area texts.

Content area texts contrast with basal readers or narrative prose in that:

- reading matter is more difficult
- rate of reading varies with text
- grade levels for text are not clearly defined
- readability formulas may not apply to subject area vocabulary
- vocabulary is more technical and specific to subject area
- content is written in an expository style
- organizational patterns differ from that of narrative text
- graphic aids and illustrations need interpretation and study
- concepts are related throughout the text and build upon each other
- reading is for informational purposes
- ideas presented may be outside children's realm of experience

What are some of the reading-skill needs of second graders using content area materials?

- cause and effect relationships
- making inferences
- drawing conclusions
- predicting outcomes
- using signal words
- distinguishing fact from opinion
- finding main idea and supporting details
- locating information
- using references and learning library skills
- understanding features of expository text: Table of Contents, Chapters, Headings, Subheadings, Glossary, Index, Graphic Aids.

Second graders need to develop strategies for understanding expository text. Teachers may help children initially by planning activities using manipulatives and concrete experiences to build concepts through observation and recording. The Language Experience activity is an effective way to discuss a common experience, write and read about it. This approach gives the children opportunities for first-hand experiences, expands their awareness, and provides information with which to communicate and ask questions.

> "First the teacher decides upon a unit of study from the textbook or curriculum guide or based on students' interests. The next step is to gather manipulatives or objects relating to the topic. Students are guided in their observations by inquiry questions....Children then record their observations or dictate the information with either the teacher or another student recording the data." [17]

WHEN WRITING AND READING ARE COMBINED, CONTENT BECOMES CLEARER TO THE SECOND GRADE CHILD. In the process of writing, the child gains control of ideas, refines comprehension, and chooses language that has been internalized to express thoughts. Writing fosters the critical thinking skills of analysis and synthesis when it follows an experientially based program.

IT IS ESSENTIAL TO RECOGNIZE THE NEED FOR LANGUAGE GROWTH IN ALL THE CURRICULUM AREAS. Children will benefit from hearing content-related words, from using the words in discussions, from reading the new vocabulary in text and trade books, and by incorporating those words in their writings. Integrating all the communication arts skills will help children develop power to use language effectively.

Children need to be given many opportunities to make the connection between reading concepts and writing process.

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[17] Barrow, Kristo, Andrew, "Building Bridges Between Science and Reading," *The Reading Teacher*, November 1984, pp. 188-191.

Preparing the Lesson for Content Area Text

PLANNING

1. Read the selection to determine any difficulties children may encounter with vocabulary, concepts, or patterns of organization of text.

2. Plan to engage in concrete experiences (e.g., trips, experiments, interviews, hands-on activities, filmstrips, or interviews) to broaden children's prior knowledge.

PRE-READING ACTIVITIES

3. Elicit children's prior understandings of the subject matter through discussion, brainstorming, or semantic mapping.

4. Ask children to predict text possibilities from pictures, graphic aids, chapter headings, titles, or prior discussion. One method of predicting text involves student-generated questions.

5. Jointly plan an outline of the major points in the selection. Use this plan as a focus while reading and to assist recall after reading.

Sample outline:

MAGNETS

We Want To Find Out:
Objects magnets attract.
Properties of magnets.
Shapes of magnets.
Types of magnets.
Strength of magnets.
Common uses of magnets.
How to make a magnet.
Special Vocabulary: poles, attract, repel, force, electromagnet, positive, negative, iron, steel, north, south.

READING THE TEXT

6. Introduce any unusual and difficult words in context.

7. Relate text concepts to prereading activities and set purpose for guided silent reading.

8. Discuss text using an outline, student questions, or predictions as facilitators.

FOLLOW-UP

9. Integrate new information with prior knowledge previously elicited.

10. Summarize learnings using oral discussion or a form of written expression.

Content and Themes in the Second Grade: Connecting Reading and Writing

The second grade curriculum provides many opportunities for children to gain understandings about life and their environment. In addition to first-hand experiences, vast numbers of trade books are available to extend the information presented in the texts. Trade books correlated to the themes being taught in social studies, science, mathematics, and health education, will broaden children's base of knowledge. When these books are placed in the classroom library, children will select them as part of the "Reading With Trade Books" lesson. In the process of using content-related reading matter, writing becomes a natural flow for releasing children's new-found knowledge.

In extending the second grade Social Studies theme of How People Live In and Around New York City: "New York City Has Many Places of Public Interest," several correlated trade books could be displayed in the library center. A few which could be included are:

How Little Lori Visited Times Square - Amos Vogel
Barto Takes the Subway - Barbara Brenner
City Rhythms - Ann Grifalconi
My Skyscraper City - Penny Hamond
This Is New York - Miroslav Sasek
Let's Find Out About the U.N. - Charles & Martha Shapp
Robert and the Statue of Liberty - S. Laurence
Carlito's World--A Block in Spanish Harlem - Veronica Nash
Little Red Lighthouse and the Great Gray Bridge - Swift and Ward

After reading the trade books and participating in trips or other direct experiences, related writing activities may include:

- reporting the highlights of a visit in New York City
- making a book about places of interest
- composing an ABC book of New York City places
- writing letters requesting information about places of interest
- preparing interview questions for a worker in a place of interest
- requesting information from the Mayor of New York City
- researching and recording facts about landmarks in New York City
- writing a biographical sketch of a designer of a place of interest.

In extending the second grade Science theme of Animals and Plants In the Classroom: "Animal Pets", several correlated trade books could be displayed in the library center. Suggested titles include:

Pet Show - Ezra Jack Keats
Bargain for Frances - Russell Hoban
Curious George - Margaret and H.A. Rey
Frog and Toad are Friends - Arnold Lobel
Lovable Lyle - Bernard Waber
Millions of Cats - Wanda Gag
How Kittens Grow - Millicent Selsam
Boy With A Billion Pets - Paul Galdone
Caring for Gerbils and Other Small Pets - Dorothy E. Shuttlesworth
Hi Cat! - Ezra Jack Keats
Where the Wild Things Are - Maurice Sendak

After reading the trade books, visiting a local pet store, and having a class pet, some related writing activities may be:

- Making a "How To Care For Pets" book
- Dictating a class story about pets
- Making an ABC book of pets
- Writing poems about pets
- Brainstorming a list of pets
- Reporting about careers related to pets
- Making up riddles about pets
- Inviting a representative of the ASPCA to visit the class

The same procedures outlined for Social Studies and Science may be followed for the other second grade content areas of Health and Mathematics.

With an effective program of making connections between the communication arts skills--listening, speaking, reading and writing--and the content areas of the second grade themes, children's understandings will be strengthened.

EVALUATION OF THE LITERATURE PROGRAM

The goals and objectives of a planned literature program require ongoing **assessment. Towards the end** of the term, however, it might be helpful for the **teacher to determine its** success as a guide for future planning.

Sample Evaluation Checklist

Have the children:

- **developed an appreciation** of good literature?
- **demonstrated positive attitudes** toward reading?
- **shown increased awareness** of reading materials?
- **enjoyed storytelling and hearing** stories read aloud?
- **participated in choral** reading?
- **become aware of** genre?
- **developed a sense** of story structure?
- **acquired new** vocabulary?
- **improved ability** to verbalize?
- **demonstrated improved** language patterns and usage?
- **become familiar with** the works of many authors?
- **acquired** writing skills?
- **grown in understanding** of our culture, the cultures of others, and the **importance of intercultural** contributions?

Conclusion

The range of instructional methods and materials has been rapidly expanding to **meet the needs** of the technological age. A challenge is offered to the teachers **of this new generation.** How do we help children appreciate the past while **preparing for the future?** Literature, with its wealth of tradition, its **variety of language** and ideas about life, offers a link...past...present... **future.**

The Reading/Writing Connection

Literature and Writing are placed in separate sections of this manual for organizational purposes only.

Emphasis is placed on their inherent interrelationship and the natural flow from one to the other.

As Frank Smith has stated in Essays Into Literacy:

> "Our categories are arbitrary--reading, writing, speaking, and understanding speech. They are useful perhaps in the way we want to organize our schools, but they are not a reflection of a categorization in the learner's mind. The question is not how the language arts should be brought together in the learner's mind but why they should ever be separated. To a child, language and the world must be indivisible."[18]

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[18] Frank Smith, *Essays into Literacy* (London: Heinemann Educational Books, 1983), p. 80

Section 6
Writing

Writing

INTRODUCTION

Why Should Children Write?

The Minimum Teaching Essentials indicate that writing fulfills expressional and functional purposes.[1] Expressional writing conveys ideas, thoughts and feelings, whereas functional writing fulfills a purpose, e.g., letter writing, list making, reporting. Throughout the school year and across the curriculum, children are writing about themselves and their observations of people, places, and things. Other types of writing are explicative or persuasive in nature. Audiences for these pieces range from self to specific individuals to groups.

Although the functions of written language remain constant, researchers within the past fifteen years (e.g., Holdaway, Goodman, Clark, Smith, Calkins) have concentrated on exploring the process by which children learn to write. Since writing is an integral part of a holistic approach to literacy development, we can now make the correlation between skills and concepts which both reading and writing foster simultaneously:

"- How to attend and orient to printed language
- How to organize one's exploratory investigation of printed forms.
- How to visually analyze letters and words.
- What to study in a word so as to be able to reproduce it.
- How to direct one's behavior in carrying out a sequence of movements needed in writing words and sentences."[2]

In the development of mutually beneficial communication skills of reading, writing, listening, speaking, an increased emphasis has been placed on writing--writing as it connects to reading, its influence on growing literacy and the thought processes of young children.

The Writing Continuum

Before planning writing activities for second grade children, the teacher might investigate and assess how children are writing at the end of first grade. It should be helpful to the second grade teacher to visit first grade classrooms during the month of June, when children are eagerly engaged in a variety of activities that incorporate writing. An alternative suggestion is that the second grade teacher give children ample opportunity to express themselves in print early in the school year.

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[1] Divison of Curriculum and Instruction, *Minimum Teaching Essentials. K-9* (New York: Board of Education of the City of New York, 1979), p. 50.

[2] Marie Clay, *What Did I Write?* (Aukland, New Zealand: Heinemann Educational Books, 1979), p. 75.

In examining June or September writing samples, the teacher will find a wide range of writing styles and abilities. These writing samples are composite reflections of the child, the child's prior experiences with print, and the influences of both parents and former teachers. Writing samples will still reflect the use of invented spelling, generally at the phonetic stage (using consonants and vowels), but approaching a regularized state. The child is aware of print in the environment--charts, labels, basal readers, library books, dictionaries--and will use these resources to refine the printed word.

At the end of first grade, children still experience continued pleasure in "pedestrian" tasks such as copying, making lists, and writing a series of repetitive sentences. The power of the pencil is strongly felt as the child hastily scribbles a note to a friend, while supposedly engaged in another directed aspect of communication arts. Six-year-old children enjoy drawing and use this graphic form either as an organizing tool for ideas to then be transferred into print or as illustrations that flow from their writings.

As a child's sense of letter/sound correspondence becomes keener, an increased skill in taking dictation occurs. Through writing, reading their own writing and the writing of others, children develop a better sense of what "words," "phrases," and "sentences" are. The cornerstones of punctuation; capitalization; grammar; penmanship; spacing of words, sentences, and paragraphs, are becoming part of the child's repertoire--to be used at will and with a certain flair for experimenting. It is not uncommon to find question marks or periods punctuating every word in a paragraph, when a child is using new-found knowledge. Sentences are frequently simple in structure, declarative, run on, strung together with conjunctions such as "and," "but," "if," "or," "because." There is security and joy in using highly patterned language and tight syntactical structures.

Most children enjoy choosing their own topics and want to share their written communiques with classmates and teachers, as well as with family members. Written language becomes a two-way form of communicating with others. It takes on meaning as well as additional functions for the child as the child slowly learns that writing can change things. It can move adults and children to respond in an active way or generate an emotional response such as laughter or empathy. Children at the end of first grade can be accomplished authors as they enjoy and describe the writing process: writing stories, publishing their own books, and illustrating them in their own spontaneous and uninhibited styles.

Assessing Writing in the Second Grade

Early in the school year, the teacher, in examining children's writing samples, will encounter a diversity of writing styles and developmental levels.

The teacher constantly assesses children's progress and plans for their particular needs. Diverse writing behaviors can be identified. The behavior is the reference point of the child's progress and should elicit a variety of strategies from the teacher for helping a particular child to succeed.

The following chart[3] details the child's development and suggests how the teacher can assist the child's growth.

IF THE CHILD	IT LIKELY INDICATES	SO THE TEACHER SHOULD
draws pictures and labels with a word or phrase	a growing awareness of "word" on the part of the child	begin a word bank for the child based on writing and reading materials; continue to read aloud and have the child read easy-to-read, predictable literature
wants to write more, especially about personal experiences, and wants to show writing to others	the child has an increased sense of purpose and audience	ensure time is provided for quantity personal writing; "publish" one out of every four stories in standard English; allow the child to talk to peers while writing
wants assistance with the spelling of words or punctuation or some other aspect of the mechanics of language	an awareness that there is a correct way to spell, punctuate, and so on	foster independence in the child: by first asking, "What do you think?," by giving the information needed, by referring the child to the word bank or to a dictionary; allow the child to ask peers for help before and during the writing process; have the child keep a record of skills learned in a personal writing folder
overuses a newly learned rule	the child is generalizing about the conventions	conference with the child about the overuse of the rule; expect the correct use of the convention in future writing

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[3] Elspeth Hannon and Gordon Hamilton, "Writing: What to Look For, What to Do," *Language Arts*, vol. 61, no. 4, April 1984.

IF THE CHILD	IT LIKELY INDICATES	SO THE TEACHER SHOULD
increases length of writing to several sentences	an awareness of the fact that all writing has an underlying structure	continue to have the child do quantity reading and writing; conference with the child on one aspect of writing such as sequencing; have the child read writing to peers for feedback; have the child(ren) dramatize stories heard or read as one way of reinforcing the concept of beginning, middle, and end; have the child tell stories; have the child listen to stories and poems on audio tape.
becomes more self-conscious and aware of the conventions and need for readable handwriting; becomes more dependent on the teacher and peers for assistance	an awareness of an audience beyond the teacher and peers	spend more time with the child at the editing stage; provide a variety of audiences for the child to write for: other classes, the principal, parents; publish writing beyond the classroom
occasionally becomes discouraged, reaches a slump, writes less, leaves writing incomplete	the child has reached a plateau	be supportive; encourage the child to continue to take risks; keep discussion during a conference focused on one or two variables; make sure there is a variety of materials and activities to stimulate the child's thinking; help the child elaborate the sentence or situation described in the piece of writing

IF THE CHILD	IT LIKELY INDICATES	SO THE TEACHER SHOULD
writes for a variety of reasons (to inform, to persuade) and in a variety of forms (poems, letters, thank-you notes)	a growing awareness of purposes for writing and the need to use different forms	help the child set the purpose for writing and help the child identify the appropriate form(s) and intended audience; provide and examine writing models with the child
tries to use a variety of words, phrases, slogans, or sentence structures; attempts dialogue or paragraphing	a growing awareness of style	continue to: read aloud quality literature; ensure time is provided for quantity personal reading; provide activities which allow the child to play with language; teach the needed skills
becomes more independent	increased competence and confidence	continue to foster independence and continue to provide a well-balanced language program

The Writing Center

Some teachers, given the space, may wish to create a writing center, furnished with a table, chairs, and shelves for writing-related supplies. Here children may choose to write alone or in a small group, or to prepare their work for publication.

But often space does not permit such physical divisions. Then the "center" will simply be shelves where writing folders are stored, writing implements are kept in boxes, and story ideas, dictionaries, spelling resources, and paper are readily at hand for the children to use.

But it is well to recognize that, as writing is an integral part of the whole school day, then the whole classroom itself, ideally, is the writing center.

CONTENTS OF THE WRITING CENTER

Materials:

- paper of different sizes, colors, textures, lined and unlined. (Print and copy shops often have boxes of wonderful scraps of paper that they usually discard. Paper can be stored in cardboard boxes or on divided shelves.)
- pencils, pens, magic markers, crayons
- scissors, glue, stapler
- waste basket
- magazines for cutting up
- typewriter
- storage boxes for "in progress" and "completed" work

Resources:

- spelling lists
- dictionaries
- labelled pictures
- topic lists of animal names, stores, clothing words, feelings, family words, etc. (The lists themselves become motivators.)
- alphabetized lists of high frequency words
- collections of books on subjects of current interest, as well as the published works of the children, displayed nearby
- a box of word and sentence games as well as paper games (crosswords, word hunts) to help the writer get past a dry time

Motivators:

- story starters, such as pictures, to write about
- unfinished sentences
- evocative words cut from magazines and pasted on strips of paper, waiting to be surrounded by wonderful sentences

- random pairs of pictures for children to include in one story, or to devise conversations between. (Who says an elephant can't talk to a tree?)
- surprise ideas (Some teachers store these in egg-shaped stocking containers.) Some teachers assign a topic to think about for homework, or post a new idea in the room for the children to find in the morning.)

- commercial kits of story ideas
- files, on 5" x 8 cards, with ideas for stories. (Children can be encouraged to add their own ideas and suggestions to the file. A few ideas may be in current use, the others stored for recycling, sorted by form: story ideas, poems, games, posters; or by topic: animals, wishes, family, holidays. For examples of these, see "Composition K-6, A Packet for Teachers," reprinted 1982, published by the University of the State of New York, State Education Department, pages 7-10.)

And I help my teachre clean the room and
I helped my teacher fix the books and the
magaseens I like to do all this because I
enjoy it.

Scheduling the Writing Time

There is never enough time to do everything.

Writing can be planned as an individual, group, or whole class activity, daily if possible. Scheduled writing periods offer the children continuity and the pleasure of anticipation of the writing process. However, the school day offers many opportunities for writing, and writing can be integrated in all curriculum areas.

Some teachers assign the planning of writing topics as homework, the actual writing to be done in class. Sometimes the writing itself is the homework assignment, with class time then being devoted to editing and revision. Some teachers greet children as they enter class with a surprise idea to write about while morning chores are attended to.

Lessons in spelling, penmanship, sentence structure, punctuation, and capitalization will continue to be needed for a long time to come. But it is wise to schedule such lessons apart from the writing session itself.

Wen it is no School it is very boring

Recordkeeping

Reviewing and recording information about the children's progress in writing guides the teacher in planning for the children's needs, interests, and abilities. The teacher's organization of recordkeeping procedures can simplify the process. Moreover, children can and should be involved in the evaluation of their own work.

1. Work Folders

Provide each child with a folder to store written work. Provide a box at the writing center for the folders so that the child's work will be kept safe and neat for future use.

Children can quickly learn to date all work. A date stamp may be fun for them to use, as well as insuring accuracy. Have children occasionally put the work in chronological order. Such dating serves to reinforce knowledge of the days and the months and will also provide them and you with a handy survey of their progress and their needs.

After editing, clip original and revised copies together for comparison.

If parents wish to see the work, invite them to class to examine the work and the activity. Or, upon request, send the folder home to be returned the next day. It is useful to have a conference with parents, describing the goals of the writing program, so that they will learn to view their children's imperfect work as part of the writing process.

Individual writing folders are very useful at report card time. The folders provide instant evidence of progress; of mastery of spelling, sentence, or punctuation skills; and of creative activity.

2. Charts and Individual 5" x 8" Cards

Master charts of the whole class, with dates of conferences and names of work in progress, are often recommended and many teachers find them useful. Cards serve the same purpose, while containing more information about the child's progress and needs in writing and other curriculum areas. They are handy for shuffling through for purposes of grouping. New cards can easily be stapled to the old ones as needed.

3. Walkabout

During a writing activity, the teacher can have a pad or clipboard handy to jot down observed needs.

- What spelling patterns do many need to relearn?
- What about punctuation or capitalization?
- Are children having difficulty with run-on sentences? With noun/verb agreement?
- What about penmanship skills?
- Are children still reversing b/d, or using capitals instead to avoid confusing them?

- What about misplaced apostrophes?
- What about content?
- Are children clinging rigidly to the vocabulary they are sure they can spell?
- Are they afraid to experiment with sentence structure or content?

The walkabout record provides information similar to that derived from individual conferences. However, because it is an overview of many children at work, the walkabout may define areas of class needs more clearly than the isolated conference.

Prewriting

Prewriting activities help children prepare for the writing act itself. "Prewriting, in this instance, means any exercise, experience, or activity intended to encourage a writer's creative thought prior to the act of drafting his or her own manuscript."[4] A climate is created where oral and written language stimulate personal knowledge.

The children may discuss personal experiences which they plan to write about. The teacher may relate an experience and write about it for the class, motivating similar thought and action. The presentation of one child's unusual work may serve to inspire many variations on the new theme. Children may want to read about or research a topic before writing.

Prewriting conferences with the whole class can serve as brainstorming sessions, or as an opportunity to encourage the children to try new ideas or new forms of writing.

Discourse between the child and teacher and the child and peers before actual writing assists in the clarification of ideas and content organization.

Prewriting activities build confidence in reluctant writers. Children's ideas can be expanded, extended, and channeled in appropriate directions.

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[4] *Handbook for Planning Effective Writing Programs* (Sacramento, CA: California Department of Education).

Writing

Routines for writing begin when children choose their own paper and writing implements. A variety of papers and implements stimulates the writing act: lined and unlined paper of varied sizes and colors; paper folded to form books; paper cut into interesting shapes inspired by and inspiring specific content; pens, pencils, markers, crayons, and rulers.

The response of the second grader to writing can be diverse. One child may write several pages to be stapled together. Another child may staple several sheets to make a small book, and then write a sentence on each page. Yet another child may write one or two sentences on a page and then choose another topic on another page. Some children may not write at all.

The intensity and the duration of the writing experience will vary from child to child or from one day to the next. Some children see themselves in a race against time, quickly dashing off a formula paragraph in a few minutes. Others will not be finished writing when the writing time is over and will continue at various times during the day, forming small intimate clubs of writers. Or some children will be thrilled by a new sense of mastery, and will fill page after page with writing. Such work is often done at home, day after day, to their parents' pleased astonishment.

Frequently, children converse as they write, giving us the first clues about the helpfulness of informal conferencing during a period where we generally focus on transmission of ideas via the printed word. There are some children who need to think out loud as they write, and do so alongside another writer. In explaining what they are doing to others, they are continually clarifying and refining thoughts in their own minds.

Conferencing during and after the writing period develops and extends the child's competency as a writer.

My Mom

I love my mom very much because she is nice to me. She loves me too just as I love her. She tells my brother to go to the store, I tell my brother what I want and he gets me an icey. The he comes back and my mother says Thank You and I say Thank you.

The Conference

Interactions between teacher and child yield a wealth of information which can be used in planning for the needs of that child or a group of children. Through conversation with the child, using the writing as a focal point, the teacher can learn a good deal about how the child perceives the world, processes information, and uses imagination. The teacher can determine where the child's strengths and weaknesses lie in terms of spoken language, written language, spelling, and reading. There will be clues as to whether or not the child is a risk taker, timid, rigid, etc. The child's working style, attention span, and concentration level can be noted at the conference, as well as when the child is writing independently.

The teacher responds to the content of the written piece and to the child's oral description of the piece. Questions may be asked to clarify ideas or to help the child organize thoughts. Teachers are effective when their responses contain positive comments about the strengths of the piece coupled with questions that guide and stimulate children to rethink what they want to express. When children talk about their pieces during conferencing time, they take on the responsibility of evaluating the work in progress. Children can develop confidence in making judgments which will turn the piece in one direction or another. When teachers transfer "ownership" to children, the children, in turn, realize that their efforts will be taken seriously and that their ideas will be treated with respect.

In this context, the teacher is continually modeling for the children. The kinds of questions the teacher asks a child who is sharing a story will become prototypes for the kinds of questions children ask one another. The kinds of support and guidance that the teacher offers will set the tone for the positive responses of children to each other. The children will reach a point at which they will begin conferencing with one another. The structure that the teacher has built into the teacher-to-child conference can be transferred to a child-to-child conference.

WHAT TO LOOK FOR IN CONFERENCES

Is the same story being written over and over?

Does the child spot errors of omission when reading a story aloud?

What interests are disclosed in writing or orally that may be a source for future writing?

Is the child ready for serious revision, or should editing be emphasized for now?

Does the child take pleasure in the work, or is it a frustrating task, and why?

Above all, what POSITIVE comments can the child and the teacher say about the work in hand?

The teacher may find it useful to demonstrate a peer conference for the class. Both the teacher and a willing child should have a first draft of their own to be shared. The child reads first, and the teacher reacts with appropriate questions and positive comments. Then child and teacher switch, with the child commenting on the teacher's writing.

Group Conferences

The teacher can easily work with a few children who are experiencing similar problems. For example: some children might experience a dry spell. They might need pictures to write about or story starters as inspiration. Some children might need help in use of punctuation; others might limit their writing to words they can spell. They can be directed to resources in the writing center such as topic word lists, dictionaries, and trade books.

If I were a table

Once I was in a Store, I Was So sad being separated from My very best friend. But then Someone Was interested in me. I cheered up. They asked the price. I was on sale for 14.00 dollars. They said that I looked like a good table. so they bought me Now! I say it's fun for being a table I'm decorated with cups, forks, spoons, and plates. What fun it is to be a reil table!

Individual Conferences

A one-to-one conference with a child can be scheduled as need arises, preplanned the day before, or held during the writing periods. Some children will need frequent conferencing. Others may need longer periods of time than their classmates. The teacher will be able to judge the needs of specific children and anticipate their needs before conference time. Recordkeeping is an essential part of the conference as it gives the teacher a time line of each child's progress.

Walkabout Conference

The teacher walks about the room during the writing period, observing the children at work and responding to instant needs. The teacher makes suggestions and notes observations of skill needs on index cards. The teacher's presence in the "walkabout" is supportive and encouraging.

USEFUL QUESTIONS FOR CONFERENCES
(but not all at once!)

What do you (the writer) like best?

Can you tell me more about this part? I'm not sure I understand it.

What will happen next?

Can you say this in a different way?

I like the idea of them talking to each other. What else can they say about (this)?

Can you tell me more about where they are (or when this happened?)

Are there any (words) (parts) you would like to change?

What is the first thing that happened in your story? Can you tell about what happened before?

Look at how much (better) (more) you are writing now than two months ago.

This is how _________ would look in a book. (Write the correct spelling in the child's folder or list.)

Have you read this story with a friend?

USEFUL TIPS FOR CONFERENCING

"Underwhelm" a child. Say less rather than more.

Let children make changes on their own papers.

Listen, listen, listen. Store up information about the children, their interests, their concerns.

Be positive. Help children to know their own good points and strengths.

Remember that for a seven-year-old, writing can still be physically demanding. An occasional session of dictation by the child is well worth while.

THE PEER CONFERENCE

Children enjoy sharing their work with each other, and such exchanges can be usefully incorporated into the writing experience. A form may be provided for the children to use. They should be encouraged to try out different partners for these conferences. The forms may then be kept in the author's folder, clipped to the work under discussion.

Writer ____________________

Auditor ____________________

YES	NO	
		Did I read my story?
		Did I find things to add or change?
		Do I feel good about our conference?

YES	NO	
		Did I tell what I liked best?
		Did I ask helpful questions?
		Do I feel good about our conference?

who-what-when-where-why-how-when-where-what-why-who-where-when-why

Whether seven-year-olds can develop a high degree of skill at the task of revising or not, they can be introduced to this step of the writing process which will help them in organizing their ideas in future work. Thus, in second grade, revision serves mainly to enhance the child's work, to make it easier to understand, to insert the answers to questions that the first auditors or readers have asked.

In second grade, the children may not be ready for much more than this. They are still sharpening their ability to write sentences, to spell reasonably well, to write legibly, to say what they intended to say. But second grade may be a fine time to introduce children to experiments, to writing in different forms, to playing with writing.

As young children acquire some ease in recording their spoken language, they may be ready to enjoy the skill, to play with sentence complexity, with sense and nonsense, logic and lunacy. Now is the time to experiment with contrasting styles, substituting heroes, making a fairy tale out of reality, turning a story into a poem. Now they may be able to see how form affects content, how substituting a word can change a whole paragraph's meaning.

If play is children's work, then playing with language may provide some of their most instructive games.

Sharing

Most writing wants to be read.

The meaning of the written word is internalized most effectively when the child has made it a personal possession by talking about it and writing about it. Talking and writing are the sure ways of translating print into one's native language, and an alien experience into a familiar one.

Thus the paradox: What we share most generously becomes our most intensely private possession.

At least in the early school years, writing time is rarely silent. Prewriting time is full of talk and of listening, as thought and experience are focused on the tasks of brainstorming and planning the writing session.

The writing act itself is full of productive noises. There is the constant murmur of words being tried out and "voiced" onto paper. There is the flow of talk as children ask and give each other help. And there is the rich sound of one child delighting another with samples of work in progress, read and reread.

Finally there are the proud, often shy sounds of the budding author reading, sometimes inaudibly, to a sympathetic class.

Talking or reading aloud are intrinsically acts of sharing. The opportunities for sharing in the classroom are many. Any survey of the different tasks and stages of the writing process will uncover them. Any cooperative act is a shared one, whether it is a peer conference, a group story, or an experience chart in the act of being recorded or reread.

Editing

When a child reads over the first draft, alone or with the teacher, some errors are easily spotted: a word omitted in haste, an inappropriate word, some incorrect word order. But some errors of convention may not be noted. Editing encompasses the mechanical details, and it is useful to have a short checklist to which the child can refer. This may be clipped inside the writing folder, or posted prominently on a chart in the room.

The Editing Checklist:

1. Did I read my story over?
2. Did I put a mark at the end of each sentence?
3. Did I capitalize the first word of each sentence?
4. Did I leave enough space between the words?
5. Did I leave out any words?
6. Can I change any of the spellings now, without having to look up the words?

When such editing becomes habitual, then more advanced editing can be introduced:

7. Are the punctuation marks appropriate?
   Did I use " or , or ! as needed?
8. Do my nouns and verbs agree?
9. Did I mark my plurals and contractions properly?
10. Can I edit by subtraction? (Remove all the "and," "and then," "then" words, and check to see how meaning and punctuation may have changed.)
11. Can I edit by addition? (Insert new words, phrases, sentences, adjectives, adverbs, to clarify the meaning for readers.)

It is assumed that children will need considerable guidance in making such editing skills habitual.

Editing, in the advanced stages, moves inexorably into the area of revision.

Revising

Teachers may feel well served if their children learn to edit their own work carefully and by habit. In the process, children may begin to want to change their works in more substantive ways.

Revision is rewriting. Very often children will not rewrite but will write a completely different story under the mistaken notion that they are revising. That is, they are not fine-tuners of work. For them it may well be easier to discard a piece and write a whole new one. In the long run, though, children should develop some sense of what is entailed in revision beyond the tinkering and correcting which constitute most of the editing process for them.

In the prewriting session, the teacher may wish to address the matter for the whole class. Recording a story of the teacher's on chart paper and mounting it on the chalkboard, the teacher may then work with the children, finding better ways to say something, discovering that important details have been omitted or that sequential material has been presented out of order. The revised version can be recorded on the chalkboard as it is developed. Children can be shown some proofreading marks at this time.

All forms of "publishing" are sharing, although the author need not be present for each episode.

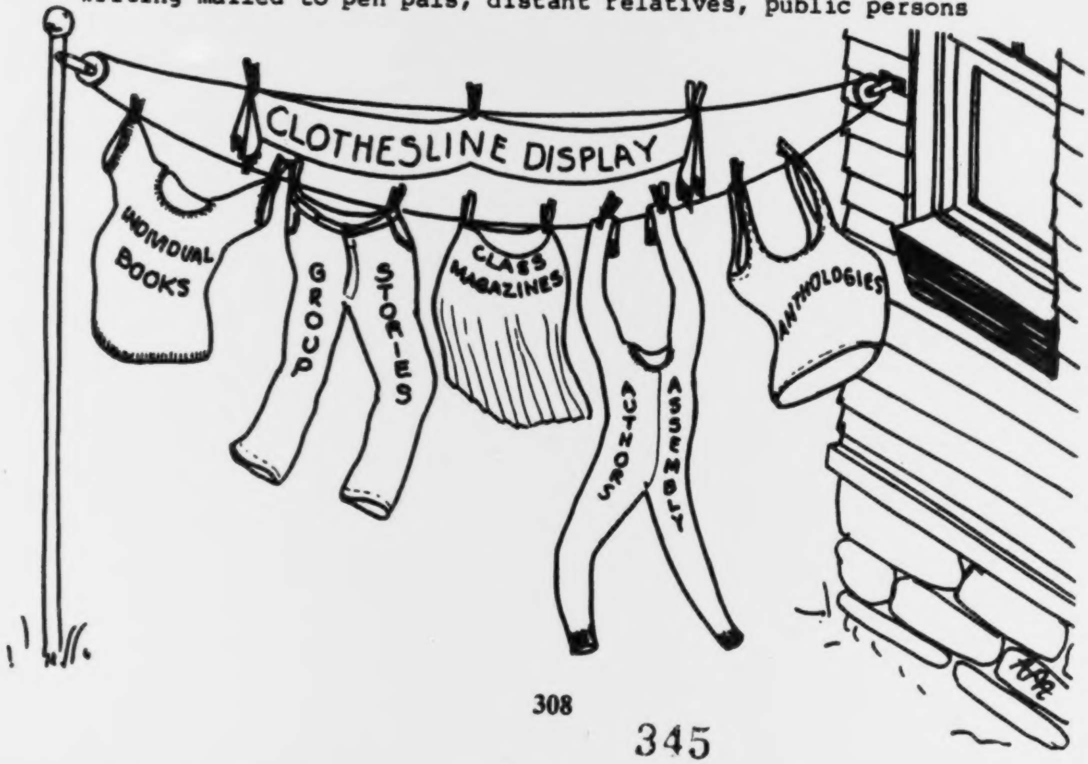
The teacher may wish to establish formal sharing times in the classroom, during which children may share with one another and with the whole class. Time may be scheduled at the end of the writing period for individual children to read their writing to the class. The children are invited by the writer to make comments and ask questions . The teacher models questions and comments, which give the writer and the class insight into the writer's feelings, thoughts, and ideas, and which demonstrate appreciation of the writer's efforts.

Publishing

The children decide, under the guidance of the teacher, which pieces they want to work on for publishing. If a work is to be published, then it is important that the writing be both carefully edited and revised as necessary.

Publishing takes many forms. The format of the writing and the intended audience help determine which of the following routes should be taken.

- individual children's bound books for the class
- anthologies of children's work
- class magazines of children's work
- poster chart of class or individual stories
- scrapbooks of class photographs or pictures, with descriptive captions
- stories read aloud, to the class or to other classes (visiting author exchanges can be arranged)
- group stories duplicated to be read in reading lessons or for homework
- individual children's stories duplicated for class reading
- writing hung on a clothesline in the room at child's eye level
- writing contributed to classroom library or to writing center
- displays in rooms where parents meet
- writing mailed to pen pals, distant relatives, public persons



A special place may be allocated in the school library where children's books will be kept from year to year.

An "Authors Assembly" may be instituted in June, when the authors donate their autographed books to the school librarian and receive a certificate acknowledging the gift.

Parents may assist by making bound book covers in a workshop.

Spelling

Learning to be a good speller obviously takes time. The more the child reads and writes and attends to the way English sounds are written, the better speller the child is likely to become.

Here is a sample of the word "flower" as spelled by children in mid-year of the first, second, and third grades. They are sorted out, with some difficulty, into the stages of spelling development described by Temple, et al

STAGES OF SPELLING DEVELOPMENT	GRADE ONE	GRADE TWO	GRADE THREE
PREPHONEMIC STAGE (usually non-readers)	l, agrof, sib, fowyaky, oagt, lrle	- -	- -
EARLY PHONEMIC STAGE (Child records one or two sounds in a word, then stops.)	f, fl, fr, flr, faw, fiwr	fror, fiwr	follw, fisl, fowr
LETTER NAME SPELLING (Often not yet readers, but aware of words as words. It is sometimes hard to differentiate from the previous stage: a quantitative shift.)	flor, flwr, fliwr	flor, frower, florower, follrw	frowr, flow, fower, floowe, flowe
TRANSITIONAL SPELLING (The word may look like English, but is incorrect.)	flowr, frower, flowre	floowor, flowoer, floer, flowr	flour, fliwer, flowes
CORRECT SPELLING	FLOWER 1 out of 55 (1.8%)	FLOWER 16 out of 39 (41%)	FLOWER 29 out of 37 (78%)

List adapted from Temple, *et al.*, *The Beginnings of Writing*, p. 103.

There were more than 40 different spellings of the work "flower" on the list, the variety diminishing considerably by the third grade. First graders were virtuoso performers. A first grader in fine form tossed off "tandahool" for "ape" without losing her place on the list. "I just can't stop myself," she beamed, "once I get started." Second graders were far more reality based, and third graders were well on their way to literacy.

Such a sampling is random at best, but it is instructive. It can alert us to children who are having serious problems with spelling and perhaps with decoding as well.

It may be wise not to rely too much on the hope that children will naturally progress into accurate English spelling. A good decoding program may give the child a long lead in mastering spelling, but it is not enough. Neither is sole reliance on the time-honored pre- and post-test spelling program which, if it is to be even minimally efficient, soon deteriorates into three or four or five spelling groups.

Help in spelling can be provided easily through several approaches.

- The A, B, C Spelling Lists provided by the Board of Education are easy and satisfying to use.
- If the Board of Education booklets are not available, high-frequency word lists can be posted on the wall or mounted on cardboard, covered with clear contact paper for durability, and stored in the Writing Center. They will be more useful if they are listed alphabetically, rather than in strict order of frequency.
- Additional word lists may be filed in the Writing Center by topic: dinosaur words, animal words, types of stores, emotion words, categories of people. Such a list, when consulted for one word, may help expand the child's vocabulary even further.
- The availability of age- and grade-appropriate dictionaries is a spelling aid and also develops reference skills.
- Persistently misspelled words can be listed inside a child's folder during conference time. The child can then add "checking the list" to the other editing tasks. If the errors persist, children may have team spelling tests, one child in a pair testing the other on "demons."
- From time to time, the teacher, having noted areas of frequent common errors, may plan a group or whole class lesson in recognizing, analyzing, and practicing the words in question, the misplaced apostrophes, etc.
- The teacher can also provide a model for the children to imitate. When writing a group story on the board, stop to look up a word in doubt, demonstrating that even adults need the help that word lists and dictionaries provide.

Although there are desirable and attainable standards of correct spelling, correct usage, and precision in the selection of words, the goal, perhaps, is to raise the children's consciousness about language. There is no desire to inhibit the child's initial writing. But when the children edit their work, they can learn to be aware of areas of uncertainty, of words that do not sound or look quite right. They can learn to polish their work both as a matter of pride and as a gift to their readers.

Handwriting

Handwriting sometimes seems to be a self-taught skill. Many children just seem to grow into a legible and aesthetically pleasing hand.

But some children do have problems. The most frequently observed are:

- incorrect pencil-holding, increasing tension and fatigue
- poor spacing and proportion
- incorrect formation (bottom up, leading to problems with the transition to cursive)

Such problems often result from failure of observation or confusion of directionality. Providing models and charts, and reminding children to refer to them, often make further class lessons unnecessary. Such charts as "Bb-Dd" often help children to sort these out over time.

Although it is never a primary concern in first drafts and editing, the expectation of neat writing in finished work will often produce it.

Activities to improve skills useful in handwriting:

- mazes
- dot-to-dot
- tracing (overlays or stencils)
- coloring within outlines
- outlining
- drawing with fine felt-tip pens

Help with problems:

- Proportion, spacing:
  Use a small grid paper, so that a child has a measurable guide to dimensions.
  Leave 2 squares blank between each word.

- Formation:
  In demonstration lessons, group letters in clusters:
  c-o-a-g-d-e-q;   m-n-h-p-b-r

For Fun:

Samples of other kinds of writing: Chinese, Islamic, illuminated alphabets (to look at, locate the originating countries on a globe, copy for art)

- Alphabet races: write the alphabet vertically down a sheet of paper and see who can fill in a word for each letter. This also stimulates use of dictionaries and word lists.

- Cut and paste examples of different print styles from newspapers and magazines. Combine this task with reinforcing spelling patterns by locating words ending in (for example) -er or -le or -ly. These may be mounted on oaktag and added to the spelling resources section of the writing center.

- Find descriptive words in the ads, and apply them to some agreed-upon nouns: horse, mother, table.

- Make posters using the most flamboyant letters to be found in the ads.

- Make a community alphabet, using chart rolls unwound to the length of the room. List the alphabet down the length of it, and have children cut and paste words in the appropriate section. Let them observe which letters have the lowest frequency; they may supply some of these themselves--again resorting to the dictionary. Their search for the correct location enhances their familiarity with letter order.

Conjoint Activities: When Children Write in Groups

"Skill in writing flourishes when children are permitted to work together."[5]

There are many opportunities for second graders to collaborate on writing projects. Children often contribute much more to the project, form new relationships with other children, and learn more about a specific topic when they are engaged in group writing. New knowledge comes about when children modify their own ideas in a situation that fosters social interaction, where they can exchange points of view.

A discussion among three children who were engaged in writing "The Donut Story" was taped by researchers who were delving into the question of what happens when children work together on a writing project.

During the writing the children talked about story development. Jennifer began by suggesting a story about a man who made some donuts. Kevin wanted to write about donuts that came alive. They found a common ground in which a man made some donuts that came alive. Patrick suggested that the donuts talk. Using this as a basis, the first two children conferred again and devised a story line that was satisfactory to all three.

The three writers conferred on spelling, handwriting, and spacing of letters. They discussed repetition and in one specific instance whether a pronoun was needed. They created coherence in the story by challenging one another in terms of sequence of events and putting events in a logical order.

In analysing the tapes of the children's conversations, the researchers found that:

1. The children actively exchanged points of view all the time, and the amount of thinking they did in the process of writing far exceeded our expectations.
2. The arguments focused as much on the content of the stories as they did on technical aspects such as spelling, punctuation, and grammar.
3. The level of ideas the children debated, with respect both to content and to technical points, was much higher than we had expected on the basis of what we were used to hearing and seeing.[6]

In another cooperative writing venture, King[7] described a second grade boy who was a reluctant writer. She teamed him with another child who was not much of a writer either. They were given a task--to make a board game based

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5. Martha L. King, "Language and School Success Access to Meaning," *Theory Into Practice*, Ohio State University, vol. 23, no. 3, Summer 1984, p. 180.

6. Roberta Long and Laurie Bulgarella, "Social Interaction and the Writing Process," *Language Arts*, vol. 62, no. 2, February 1985, pp. 166-167.

7. King, *op. cit.*

on a book they both had read. The boys were asked to write the rules and lay out the path of the game. As a result of becoming engrossed in working out penalties vs. rewards and writing it all down, the boys found some success in this task. The reluctant writer went on to write cooperative stories with other friends and finally wrote his own stories independently.

These examples of children working cooperatively on writing projects point to strong social interactions among young children. These conversations lend themselves not only to a richer product, but to a process that allows children to express their points of view and develop their own opinions, creative voices, and individuality. Children have the opportunity to hear the views of others. Then they must judge them, accept or reject. In the constant effort to put across one's point of view, children learn to listen to others and thus make their arguments more effective.

Group effort, as an enriching activity, can be adapted for classroom use across the curriculum.

Reluctant Writers

Frequently teachers are challenged by children who experience tremendous difficulty in writing. These particular children are described as "reluctant writers." Their discomfort and apprehension are apparent.

They overtly display many and diverse symptoms of this unwillingness to write. For example, their excuses for not writing range from feigned realism, "I lost my paper," to far-fetched, exaggerated explanations, "My grandma caught me writing on the wall. She said she's gonna be angry if she finds out I've been writing." When the unwilling writer attempts to put pencil to paper, the writing style generally reflects the inner apprehension. Research has shown that the style characteristics of reluctant writers, when compared to secure and confident writers, differ greatly. Reluctant writers' pieces have been found to indicate "use of fewer words...less information given...a tendency to string prepositional phrases...a greater use of adjectives...a greater frequency of misspelled words...more non-sentences and elliptical structures."[8] If a teacher finds these characteristics in children's work and can identify the reluctant writer, then a series of activities can be implemented to help children overcome their inhibitions and their concerns about having their writing evaluated.

Viet[9] is concerned with the teacher's influence in creating additional pressure and writing anxiety. He therefore targets ways in which teachers can help children reduce writing anxiety. He states that children should be taught to write as teachers and writers do. He suggests that teachers show an increased enthusiasm in writing and place less emphasis on grades and correction. Encouraging free writing (writing fast without concern for grammatical or spelling errors) on interesting topics can help children become less self-conscious and will give them freedom to experiment in a value-free

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[8] V Book. "Some Effects of Apprehension on Writing Performance." as cited in Anne Auten. "ERIC/RCS Report: Help for Reluctant Writers." *Language Arts* vol 60 no 7. October 1983. pp. 921-922

[9] Richard Viet. "Creating Conditions for Learning: A Further Argument for Free Writing" as in *Auten, op. cit.*, pp. 922-923

(gradeless) environment. When children read their pieces to one another and respond in a nonjudgmental manner, the desired outcome is an alternative to grading. Children can be given opportunities to write in both structured modes and in journals. A journal entry can be the basis for a future finished paper. For those children who are noted for their chicken-scratch handwriting and poor spelling, the word processor may help them overcome some of their disabilities. Some children respond well to writing on the computer because of the ease in revision. If a spelling checker is attached to the program, children can shift their focus from the mechanics of writing to the generation and communication of ideas.

It is only when children feel comfortable about writing, for whatever reason, that they can focus on the joy of self-expression. And only then will they know the tremendous sense of achievement and satisfaction a true writer experiences with the completion of a finished piece.

EVERYWHERE, EVERY DAY,
CHILDREN HAVE SO MUCH TO SAY

Lists

Lists are good exercises for organizing information and experience. Lists then become sources of topics to write about, or of vocabulary about a topic. As lists are developed, they may be stored in the writing center and used as motivational material or spelling resources.

Lists can be made up for any subject:

- family members
- favorite people
- jobs or occupations
- feelings
- "good" or "bad" behavior
  modified by location
  (school/playground/store)
- causes of fights
- holiday lists
  - party needs
  - Halloween words
  - things to be thankful or not thankful for
  - what you want to get, or would like to give
  - New Year's resolutions, serious or silly
- favorite activities
- food, consumed or in categories
- events of a day
- wishes for self or others
- colors
- feelings
- places visited
- ways to travel
- animals
- possessions--toys, clothes, books
- neighborhood observation
  - kinds of stores
  - buildings
  - open spaces--parks or vacant lots
  - plants
  - animals

Lists, when developed by the class as a whole, are a good prewriting brainstorming activity. While there is the possibility that some children will limit their writing to the ideas evoked, others will go beyond the list. The experience will be a model for children to use on their own, or with peers, in developing topics for their own use.

Some of the more personal lists, such as preferred activities, family members, or people and places, can be fastened inside a journal cover, to become sources for individual entries or stories.

Functional Writing

List making is one of the most functional forms of writing. But in the course of any day, many opportunities for writing emerge.

- notes to parents, brothers and sisters
- notes to classmates (have a class post office)
- notes to teachers (current or former)

- letters to friends who have moved away
- letters to relatives
- thank-you notes for gifts or to another class for a good performance
- science reports; daily observations (animal behavior or plant growth, for example)
- making plans
- taking inventories
- writing captions or labels for classroom use
- making posters announcing cake sales or class activities
- making holiday greeting cards
- making decorated slogans (in the style of old-fashioned embroidery samplers)
- book reports
- surveys of traffic or playground activities
- making up new rules for the class
- writing directions: how to get places inside or outside the school; how to do or make things
- making up rules for a new board game, or revising the rules of an old one
- writing weather reports, accident reports
- requests for permission
- requests for supplies

Journals, Diaries, or Logs

Keeping a class journal or log may be a good motivation for children to keep one of their own.

- Provide a hardcover notebook for class use.
- Once a day, elicit and record entries for the log.
- Later, have children take turns making entries.
- Pages may be illustrated, or significant materials may be included, like photographs, postcards, or assembly programs.
- Children may include jokes, comments, questions, or important personal news.
- The class journal is available to be read.

Individual journals and diaries should be encouraged. These may be notebooks or papers stapled or bound in oaktag. Entries in diaries need not be shared, not even with the teacher. Journals are open for all to read.

The teacher can learn much about the child's interests, writing skills, and instructional needs from such documents.

A good time to write in the journal is at the start of the day, in the few minutes when the teacher is busy with morning chores (attendance, checking homework). Of course, children may write in their journals at other times during the school day, or at home.

WRITING IN THE CONTENT AREAS

> "Writing has got to be an act of
> discovery...I write to find out
> what I'm thinking about."
>
> Edward Albee

We might add, "or what I know."

Jean Chall has discussed the difficulties a child encounters in reading in the content areas. The beginning reader has become fluent in the use of decoding skills by exposure to very familiar texts. Whether the children read stories they had written themselves or the stories in the early basal readers, they encountered either familiar content or the simplest vocabulary and grammar. But soon the children must take the giant step into a world of new vocabulary and new ideas, often expressed in unfamiliar syntactic relationships.

The content areas expose the child to a wealth of unfamiliar information. If the child is to be able to comprehend with success, then the child must learn how to organize, internalize, and integrate information, old and new, from all sources. By processing the information physically and verbally, by manipulating realia, by talking and by writing, the child can become the master of it.

The child in the prewriting (or prereading) stages discovers the resources within. Children come to draw upon the information possessed individually and by the group. This information becomes the background for the new information to be acquired. As information is pooled, gaps are noted. Contradictions emerge which will have to be resolved. Questions arise. Dr. James Flood calls this preliminary search within, "priming the pump." The teacher assists the child to activate prior knowledge, so that the act of reading will become a journey into familiar territory, not a foray into hostile and mysterious terrain.

Writing offers children opportunities to organize and clarify the data they have gathered. Varied writing activities will enable children to reconstruct, recreate, and process new learnings. Writing is central to learning. It is a way for the child to come to terms with new knowledge, incorporating it into what is already and perhaps imperfectly known.

All class work becomes grist for the writing mill.

SCIENCE

Science provides occasions to observe, to research, to write reports. Pets and plants become sources of real and fantasy stories. The names of plants become poetry in writing, and music in choral reading.

Semantic mapping is a useful way to help the children make sense out of their information. In discussing pets, for example, the teacher can guide the children in analyzing aspects of the topic.

Children may, for instance, offer the names of pets and how they move, yielding the following structure:

PETS IN OUR HOMES

PET	SWIM	HOP	CRAWL	FLY	RUN	?
Rabbit						
Monkey						
Cat						
Dog						
Snake						
Turtle						
Hamster						
Goldfish						

Such a chart can be used by the children to write a group experience chart, or to record individual stories. It can suggest other ways to organize their knowledge about pets:

- physical characteristics which affect locomotion, like the number of legs, if any.
- whether the pet is limited to the house, or can go outdoors, or is further limited to tank or cage.
- how tame or "wild" a pet is.
- how self-reliant or dependent a pet is (compare a fish and a cat).
- guides to the care and feeding of pets.
- surveys, graphs, and charts by individual children.
- descriptions of pet stores or of pets and their relatives in the wild or the zoo.

SOCIAL STUDIES

Another way of preparing information to be recorded is by using a "graphic organizer." In a study of how people live and work in New York City, the class might concentrate on people at work in school.

What We Know About People At Work In Schools

Kinds of Work Done -- Name of the "Job"

principal, teacher (classroom and other), paraprofessionals and aides, custodians, lunchroom workers, health workers, office workers, after-school program workers, volunteers, support system workers like food deliverers, and of course the children themselves!

What We Will Find Out About the Work

tasks, preparation and training, job satisfaction, salaried or not, how the work helps children.

How to Learn More About the Jobs

- teacher
- books
- other people
- interviews with the workers themselves

Putting It All Together

selecting the aspect to be written about:
  - a general view
  - individual job descriptions
  - recording an interview
  - selecting a job for oneself, with reasons for the choice

presenting the information:
  - individual compositions or books
  - bulletin board displays
  - a class newspaper compiling the information

It can be seen that, in an assignment like this, the meaning of "the main idea" will emerge from the content. A topic sentence will specify the main idea, and the rest of the report will include details in support of it.

The assignment can serve as a model for the expanding circles of information about the topic: the jobs on the block, in the neighborhood, in the city and, if necessary, beyond.

HEALTH

Children are walking encyclopedias of information about health. They, after all, have bodies, feelings, functions, needs; their health habits involve nutrition, exercise, rest. As a primary source, children are invaluable.

As usual, where a topic is begun is of small consequence. Any topic, pursued in depth, will take children into expanding universes. Consider the subject of noise pollution, for example. Even the briefest of brainstorming sessions will yield unexpected complexities.

KIND OF NOISE	LOCATION	SOURCE OF NOISE	PLEASANT OR NOT	FUNCTION
siren	street	ambulance or police car	unpleasant	
horns				
buzzers				
bells				
smoke alarms				
whistles				
police				
sports				
kettles				
doorbells				
church bells				
bike bells				
yells				
radios				

- A map can show the sources of noise and their function, if any. Noises which could be eliminated can be indicated.

- Posters can be designed and put to use within the school.

- Letters to appropriate city officials can be sent.

- Children can make individual or group QUIET and NOISY books.

- The class might rewrite "TOO MUCH NOISE," using an urban setting rather than a rural one, bringing in the radiator, the air conditioner or fan, the television set and stereo, whistling tea kettle, dog with long toenails walking or on wooden floors, the crying baby, bike bells or motorcycles starting up, open windows letting in street sounds, running water, aerobic stompings, and snores.

MATHEMATICS

We are so used to thinking of mathematics as NUMBERS that we overlook the many occasions for writing words about mathematics.

- The vocabulary of mathematics can be illustrated and labelled.

- Books can be made about the days of the week or the hours of the day.
  "At 7:00 A.M. Maria woke up."
  "At 7:15 A.M. Maria brushed her teeth," and on and on until bedtime.

- Nonsense problems can be given to classmates to solve.
  If one giraffe is 20 feet tall, how tall are two giraffes?

- Weather statements can include seasons, temperatures, and geographical comparisons.
  "January 4 is a winter day, sunny and cold. It is colder than July 4 but not as cold as yesterday. The temperature today is ________. Yesterday it was ________, so many degrees colder."

  Such paragraphs can be given out as individual assignments. Children learn to use newspaper weather reports as sources. They may wish to compare cities' different temperatures on the same days, and draw conclusions.

- Measuring stories can compare objects by weight or by length.
  A pencil weighs as much as ____________ (clips, crayons, pennies, number rods).

- Any algorithm can be written in words, if only to reinforce the meanings and economy of mathematical symbols.

- Graphs showing the results of class surveys will be properly titled and labelled in words.

- Money can be assigned for spending.
  Provide supermarket fliers, advertisements from newspapers, menus, or catalogs.

  The children can write up shopping lists or orders for waiters to take.

  Old magazines and catalogs can be examined to give children a sense of changing times and costs. Seasonal changes can also be noted, and reasons for the differences recorded.

- Arithmetic might be assigned as the theme for a mathematics story.
  What would happen if your grew one foot a day for a month?
  How would your life change? How big is your bed now?
  How big would it have to be in a month's time?

Writing, like reading, can and must become an integral part of any and every area of the curriculum.

PHYSICAL EDUCATION yields the recording of jump rope poetry or game rules.

ART can be the time when children draw powerful words of their own choosing. Use them to decorate the room, in patterns of rich colors and two or three dimensions.

SONGS can be written and read and rewritten.

Sense and nonsense, translating the sedate curriculum into fun and joy, writing is the sheer human pleasure of putting life into WORDS, WORDS, WORDS!

Ideas for Children to Write About

Books abound with ideas to motivate children. And so do teachers. But sometimes we neglect the underlying goals of the writing experience. These include:

- helping children to share ideas and to develop positive feelings;
- helping them to examine their own feelings and behavior in a secure, nonthreatening way;
- helping them to see common experiences from a different point of view;
- helping them to see how language modifies experience;
- helping them to see how language can be played with.

Because language is so rich, it is hard to place an idea in a single category. Ideas, like words, are always trying to break out of narrow confines. There are, besides, countless books full of ideas to write about. The categories and choices listed below and are in no way a comprehensive list.

CONVERSATIONS

- Have the children draw or cut out two pictures of people. Then on separate paper, have them write what the two could say to each other, and paste those remarks in "balloons" on their pictures. This makes an easy transition to the sometimes difficult notion of when to use quotation marks.

- Using randomly selected pictures, think of a conversation for a pair. What can a giraffe say to a baby in a carriage?

DETAILS

Close your eyes.

- Your mind is a TV set. Turn it on. There is a woman on the screen.
  1. How old is she?
  2. What does she look like?
  3. What is she wearing?
  4. What is she doing?
  5. Where is she, and is she alone or with someone?
  6. How does she feel?
  7. Is she inside or outside? What is the weather like, or what room is she in?

  Now write three sentences describing your person. Take turns reading to us about your person. How many different people have we imagined?

What did you see on the way to school?

- This may start out as a group story. Each child has to say something that no one else said. Children may write individual paragraphs about their choice (candy store, grocery, dog, car, whatever) and publish the stories in a class book. The class may wish to make a neighborhood map, locating the different items described.

FEELINGS EXPLORED

Good News

- On a cranky day, the teacher might ask for Good News.
- Each child must say something explicit and positive about a classmate.

Mothers

- I like my mother because...
- I like my mother but I wish she wouldn't
  (wake me up when I'm sleepy; put beans in the rice....)

People Bother Me When...

I Bother People When...

Golden Rule Variations

- If you want me to..., then you will...
- If you do this, then I will do that.

GENDER STORIES

Consciousness Raising

- What do you want to be when you grow up? If you were the opposite sex, what would you be? If you changed jobs, why?

PLAYING WITH LANGUAGE

Relationships

- Have the children describe events in the school day, each sentence to contain one of the relationship words:
  because, while, whenever, if, after, before, even though, in spite of
- Have them substitute one of these for another. Does the sentence still make sense? Has it turned into nonsense?
  "The boys were playing football while the girls were jumping rope."
  "The whistle blew while I was chasing David."

Random Pairs

Initially an oral language game, it can be easily transformed into writing tasks.

- Collect many small pictures, and paste them on playing cards
  Or use the pretty photographs from Memory or Concentration games.
  Or old reading readiness books can be cut up, and the pictures pasted.

- Have the children select two cards at random.

1. Have them write one sentence containing both members of the pair.
   "The people on the bus were going to the zoo to see the seal."
2. The two members of the pair can have a conversation.
3. Tell how they are the same or different.
4. Which would you rather be, and why?
5. Trade a card with a neighbor and develop new relationships.
6. Have one child take one card to the front of the class or group, and have children try to relate one of their pairs to that card. If they come up with too many negatives, insist on positive relationships only.
7. Have them shrink one of their pair to finger height, or let one grow as tall as the ceiling. How would the relationships be affected?
8. Give one of the random pairs magical powers, no matter whether it is a horse or a person or a pot. How would the powers be used?

Random Words

If there is a word list in the classroom, number it. Pull two or three numbers at random, and have everyone write a sentence containing those words. Compare the results. Such an activity helps children write much more syntactically complicated sentences.

REMEMBERING

Perhaps the most poignant and treasured of children's writing is the result of their remembering other places, other times. Or they can ask their parents or grandparents about their memories. Sometimes their skills are not sufficient to the task. The teacher will be well rewarded if children are asked questions about their stories and their answers are recorded for them. Such stories become rich source material for the class to read and think about.

WISHES

Wishes for objects

- "The table wishes it could eat the food."
- "The pencil wishes it could get bigger instead of smaller."

Wishes gone sour

- "I wished I was a princess and I turned into Snow White and slept a hundred years."
- "I wished for a new TV set and a robber stole it."
- "I wished for an apple and it had a worm in it."

Wishes for others

- Your wish will come true, but only if it is for someone else.
- What do others wish for?
  The farmer wishes, the doctor wishes, the horse wishes, the baby wishes..

Wishes for Opposites

- Suppose the good fairy is in a bad mood and will only give you the opposite of your wish. How could you write your wish so that you get exactly what you want?

EVALUATION OF THE WRITING PROGRAM

It is helpful to review the writing program periodically. Perhaps a useful schedule for using this checklist may be in September, when the program is being established, in November, and in March, before the two scheduled conferences with parents, when the teacher is reviewing children's progress.[10]

Date	Date	Date	Writing Center
			1. a work folder for each student
			2. dictionaries, spelling lists, periodic additions of lists by topic
			3. motivating ideas, changed or expanded
			4. writing supplies, varied and accessible
			5. space and supplies for making books and publishing individual work
			Program
			6. children write often, in many contexts, at least once a day
			7. center is available as optional activity
			8. student writing is displayed and up to date
			9. class libraries of commercial and class-made books
			Each Pupil
			10. has a folder
			11. may choose to keep a journal or diary
			12. shares work with others
			13. listens carefully to others' work
			14. asks relevant questions
			15. edits each piece
			16. revises when necessary
			17. can use resources
			18. shows growth in skills and positive attitudes
			Teacher
			19. plans for group or individual instruction
			20. uses prewriting time to motivate writing or to instruct in needed skills
			21. encourages writing in all curriculum areas
			22. includes writing as a daily activity
			23. includes frequent functional writing tasks
			24. encourages variety in writing forms (prose, poetry)
			25. provides conference time
			26. evaluates children's progress periodically
			27. provides models for sharing, criticizing, conferencing
			28. shares own writing with class
			29. accepts correction from children or uses dictionary and other resources during writing period

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[10] Adapted from: Division of Curriculum and Instruction, *WEDGE Writing Every Day Generates Excellence* (New York Board of Education of the City of New York, 1981).

Feelings

Date	Date	Date	
			30. Children can trust the sensitivity of teacher's and peers' responses.
			31. There are frequent opportunities to share work, in progress or completed, with one or more people.
			32. Children have options and freedom in writing.
			33. Teacher responses are respectful, constructive, supportive, positive
			34. and so are children's responses to each other.

Section 7

Parents and Teachers: Ways to Share

Parents and Teachers: Ways to Share

A GOOD BEGINNING

The First Days

Teachers sometimes like to have a printed communication ready to give parents on the first day of school. If the teacher wants to do this, the message can be in a positive and optimistic tone and touch lightly on the points the teacher wants to address right away. For example:

Dear 2-126 Parents:

Welcome to another school year! I am looking forward to working with your child in an interesting and exciting second grade program.

Since our program gets started promptly at 8:40 AM, please help your child reach school every morning on time. Your child will have homework every night. Please return all forms requiring your signature as soon as you possibly can.

In a few weeks, I will send a notice about my first meeting with the class parents. I anticipate a good school year with you and your child.

Sincerely yours,

Ms. Virginia Thomas
Teacher 2-126

Notes to parents, whether or not they must be cleared by the school administration, require thoughtful composition. If the situation is sensitive or complex, a note, simply asking the parent to phone in the evening, or saying the teacher will phone them at a certain time, may be more effective. Or the teacher could ask the parent, in the note, to come in to the classroom as soon as it is convenient. Since second grade parents may not come to the classroom very often, it is important that notes from the teacher be very considerate and reassuring, regardless of the circumstances.

Meetings

The initial contact between the teacher and each child's parent will vary widely. If the teacher has worked with siblings of the current pupil, there will be a sense of (one would hope) comfortable familiarity, in which a greeting and brief exchange of pleasantries will suffice. If the teacher and parents are new to each other, the teacher's warmth and relaxed confidence will help begin the relationship on a positive note. It is useful to acknowledge that differences in circumstances, however slight, do impinge on the teacher/parent relationship, at least in the beginning. These circumstances can include whether or not:

- the parents feel that the child has been successful in kindergarten and first grade;
- this is the teacher's first year;
- this is the child's or teacher's first year in this school;
- the teacher is new to second grade;
- the teacher's reputation is as an effective teacher, sincerely interested in the children.

Many parents will be very attentive to the second grade program because they are eager for their child to have an exciting and rewarding second grade experience and want to reassure themselves of the teacher's willingness and ability to provide this kind of program.

The adage, "Well begun is half done," aptly describes the effect of a positive first contact upon the teacher/parent rapport.

The First Whole-Class Parents/Teacher Meeting of the Year

By the end of September or the beginning of October, the teacher usually feels enough familiarity with the children and sufficient certainty about the projected second grade program to meet with the children's parents. This meeting is the most effective way for the teacher to communicate plans, expectations, and concerns for the children to their parents.

The teacher is reminded to clear the prospective date with the school calendar, in order to avoid conflicts with parent meetings for other purposes. Naturally, the teacher will obtain approval from the school principal for the parents' meeting and, if appropriate, invite the principal to attend.

It is wise to notify the parents two weeks ahead of time, and to offer them several dates on a tear slip where they can indicate when they will be available. A sample of this kind of letter follows:

Monday, September 21, 1985

Dear 2-126 Parents:

I am planning to meet with all 2-126 parents on one day during the week of October 5th. I look forward to discussing with you the second grade program and the ways you and I can support your child for success in school this year.

Please indicate the dates you are free, and I will send you a notice next Monday of the meeting date and location. The meeting will begin at __________ and end at __________.

Sincerely,

Ms. Virginia Thomas
Teacher

--------------------------tear------------here-----------------------------

I can attend a meeting of 2-126 parents on any one of the following dates:

☐ Monday, Oct. 7
☐ Tuesday, Oct. 8
☐ Wednesday, Oct. 9
☐ Thursday, Oct. 10

Signed______________________________

Parent of______________________________

Please sign and return this tear sheet tomorrow.

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The classroom is the best place for this meeting, because it provides a context for the teacher's description of the program. If the classroom is not available, the teacher is urged to find a location that is convenient and safely reached. Respecting the scheduled beginning and ending times communicates the teacher's consideration of the parent's schedule.

The teacher's agenda for the meeting may include the following:

- the typical school day schedule;
- election of Class Parent(s) and Class Representative to the school Parents' Association;
- homework expectations and recommendations for family support of the child's homework process;
- specific descriptions of the school's requirements for the child which parents can facilitate,e.g., punctuality, prompt return of signed forms, care for school materials that go home overnight, follow-up medical reports or examination, importance of informing the teacher of the child's serious illnesses, injuries or family occurrences that necessitate prolonged absences, emergency contact information;
- a description of the program, including the plans for reading, writing, and mathematics instruction and learnings, materials the children will use in the various learning centers, and how whole group and small group work is conducted;
- goals and objectives of the instructional program;
- trips and the need for parent involvement;
- parent projects--a sign-up sheet for pertinent information;
- report cards: only one of many ways parents learn of children's progress;
- procedures for individual parent conferences.

TEACHER INPUT INTO FAMILY SUPPORT OF THE LEARNING CHILD

Why?

A large body of research indicates a direct correlation between the child's success in school and structure within the family that promotes the child's cognitive, creative, and emotional growth.

How?

Teachers can discover a variety of ways to offer input into the activities of the children's families. A list of typical at-home learning activities to be offered at the first whole-class parent/teacher meeting of the second grade year include:

- writing holiday, birthday, invitation and thank you notes, cards, letters to relatives and friends;

- interviewing adult individuals to find out:
  - what games they played in childhood;
  - their memories of learning to read and what they read in school;
  - how they played with childhood friends.

- keeping a record of how the allowance is spent and saved and, if appropriate, earned;

- making a graph of the family mail over a period of time: how many personal letters, how many publications and how many others;

- taking books from the library that relate to the theme being studied in school;

- making maps of the home, the apartment building floor or the neighborhood block;

- watching television shows with one or more family members and following the show with discussion, comments, and critical observations.

The following are additional methods the second grade teacher can use to offer learning activities to the second grader's family:

- monthly teacher/parent workshops;

- occasional or bi-weekly newsletters/letters to parents, sent home with children;

- bi-monthly visiting days to the classroom for parents to join or observe the children working, and to give the teacher written suggestions for related follow-up activities.

The suggested timing for these activities is arbitrary. Each teacher is the best judge of an appropriate schedule.

Parent: What did you do in school today?

Second Grader: We talked about supermarkets.

Parent: Well, let's go to the supermarket!

Monthly Teacher/Parent Workshops

Monthly workshops offer many opportunities for formal and informal communication with parents, as well as a chance for parents to talk to each other and exchange ideas and information. The workshop is an excellent setting in which to familiarize parents with the concept of a theme-centered curriculum and to present the theme the children are studying.

The following is an example of how you might plan for a parents' workshop during a study of "The Supermarket":

Purpose of the Workshop: To demonstrate how parents can use the family marketing as learning experiences for their second grade children.

Procedures: Initiate a discussion of how parents shop for the family food; summarize briefly such patterns as daily, weekly, bi-weekly. Ask in what ways their second graders help with the marketing. Lead this discussion into ways the parents might further include their second graders. For example, they may:

- collect supermarket item coupons from newspapers and magazines;
- organize and rewrite the parent's marketing list into categories e.g., meat, vegetables, paper goods, etc.
- keep a record of the cost of certain items over a long period of time and graph fluctuations in price;
- estimate prices of all regularly purchased items before going to market, and compare to real costs afterwards;
- devise a recordkeeping system to determine how much of certain items the family uses every week or how long certain quantities last the family;
- encourage children to read ingredients, particularly on processed foods, and develop awareness of healthful and nonhealthful ingredients;
- use long-term records to determine supermarket item costs per person per day, week, month, year.
- plan a Budget Marketing where a number of items will be purchased for less money than used; or a Luxury Marketing where a little more than usual will be spent.
- plan a marketing trip with a categorized list; make a map of the supermarket with your second grader and decide who will shop in what areas. Compare the time required for this trip to a one-person marketing trip;

- use the newspapers to determine the most plentiful produce each week and incorporate findings into the marketing list.

Prepare a rexographed sheet with some or all of the above suggestions and encourage parents to jot down other ideas as they arise in the discussion.

Occasional or Semi-Weekly Letters to Parents

Dear 2-126 Parents,

During the past two weeks, we have started a theme called "The Environment." We have concentrated on the environment in our classroom and we are developing a mural from our study of the school yard.

Perhaps you would like to extend this study into activities at home that will relate to our work in school and offer some interesting learning experiences for your child. Here are some suggestions:

Initiate observation and discussion of your home environment with your child:

- how many rooms, doors, windows are in the home?
- what are the dominant colors in your home?
- categorize furnishings based on materials from which they are made: wood, metal, glass, plastic, fabric, others.
- ask your child to explore your home by touch, with eyes closed, and describe whether things feel cool, warm, rough, smooth, soft. Encourage your child to use imaginative and specific words like scratchy, slippery. You may want to list the things touched under each description so your child can read or review it later and share it with another person.
- you and your child close your eyes and listen to the environment. Discuss and describe what you hear. Play a game: "I hear something humming. What do you think it is?".
- play "Guess Where You Are." Blindfold and lead your child into a room (zigzag the way you go to make it challenging). Ask your child to guess what room it is from the sounds and odors. If this is too hard, the child may walk slowly and feel things in the room. Notice if your child becomes more perceptive of odors and sounds with repeated experiences.

Please feel welcome to talk to me at any time and share these experiences with me. Enjoy!

Sincerely yours,

Ms. Virginia Thomas
Teacher 2-126

Bi-Monthly Visiting Days to the Classroom

Visiting days can serve as focal points in the ongoing study of a theme. If the teacher expects a study to last two months, a parent visiting day at the end can be part of the culminating activities. "The Library" theme may result in a large collection of child-made books, a cataloguing system for the class library, knowledge of the origin of books and of the library system. All of these activities will readily capture the interest of the second graders' parents, as would many other kinds of explorations.

Implementation of these kinds of suggestions, related to the second graders' work in school, makes a positive contribution to the child's cognitive life in the family. We know that this school/home connection, generated and sustained by the teacher and parents together, is the factor that most often makes the difference in successful learning.

CONFERENCES

Parent/Teacher

Regularly scheduled Fall and Spring parent/teacher conferences provide an opportunity for the teacher to share representative samples of the child's work with the parents and to offer insights into some of the child's strengths and needs. These conferences are usually preceded by the parents' review of the child's first written school report. The teacher will want to be prepared to explain any grades that the parent may question.

Parent/teacher conferences may be requested by the parents or by the teacher to handle special situations. These conferences call for both professionalism and sensitivity. Although experience and expertise can serve a teacher very well in special situations, it is vital that the teacher demonstrate a sincere interest in the child's welfare and an openness to the parents' input. A superior, closed-minded, or judgmental approach will shut off communication from the parent and seriously limit opportunities to serve the child's needs.

Special-situation conferences, which may include the parents, teacher, principal, other parents, other teachers, and/or ancillary school personnel, demand much of the child's teacher: good records, clear recollection and communication, realistic and positive recommendations. The child who is the subject of this kind of conference needs a school advocate whose concern for the child's welfare is expressed by thorough and thoughtful preparation.

SAFETY: FOSTERING INDEPENDENCE IN A POSSIBLY HAZARDOUS ENVIRONMENT

Ensuring children's safety has become a more complex responsibility. All school adults are growing aware of the many ways children need to be protected. At the same time, we want our children to know that there are some situations in which they can take care of themselves.

Personal Data

All second grade children will benefit from knowing:

. their street address and apartment number;
. their home phone number;
. at least one additional phone number, such as that of:
    - a parent at work
    - a friend or relative who will be at the number most of the time
    - the family doctor or dentist

Teaching Children How to Get Help

The classroom teacher can establish and practice procedures for children to use in the event of emergencies in school and on the way to or from school:

- if frightened or attacked by children or adults;
- if accidentally injured or taken ill in the presence of adults other than the teacher;
- if lost.

In addition to knowing their personal data, children can learn to carry themselves and their belongings in a purposeful manner. Children who walk without an adult should always carry a "safety quarter" for an emergency phone call. Neighborhoods are starting community projects like the Safe Haven program. In this program, business establishments agree to place a highly visible sticker in their windows, signalling that any person who feels endangered may come into the store and telephone for help. If this kind of program exists in your school's community, a neighborhood walk to map these locations is recommended.

Most New York City second graders are well aware of pedestrian safety rules. Nevertheless, an occasional review is appropriate and supportive.

TESTING: KEEPING PARENTS INFORMED

Testing Formats

Parents may be very interested in the format of the city-wide tests their children will be taking. Since it is not possible to show an actual test, teacher-made facsimiles, including different aspects of the reading and mathematics programs that are tested, are useful. It is important to inform parents of the test-taking process, including the time-limit requirements and the allowable teacher responses.

Test Scores

The jargon of testmakers, well-known to educators, may not be familiar to parents. The teacher who explains these terms simply and clearly renders an important sevice. Many people assume that a second grade reading level is a capacity cast in stone, that it is the same now as it was when they were in second grade. Parents are often quite surprised to learn that reading levels shift every year. Even more surprising is the fact that test scores are designed so that half the children tested must score below the norm and half must score above the norm. The norm, 2.7, means the seventh month of second grade, when most second graders are tested. It is important for parents to understand that, even if all second graders in the United States were able to read Shakespeare with ease, half of them, if tested and scored by current standards, would still score below grade level.

Taking the Test

It may be helpful to remind parents that children need a good night's rest before the test and as little anxiety about the test as humanly possible.

City, School District, and School Policies on Testing

Testing policies may vary from district to district and from school to school. Parents can be informed of these variations and of the policies that affect their children. They should be informed that test results become part of the child's permanent record and that children who are ill on testing day will be tested on a "make-up" day.

Reporting Test Results

Parents will often want to talk to the teacher for clarification of the results of their child's first city-wide tests. If the test scores do not reflect the child's abilities, the teacher's thoughtful discussion and explanation will be important in reassuring the parents and focusing their attention on their child as a learner as well as a test-taker. Less than ideal test scores are best interpreted as an alert--warning that the child needs supportive arrangements in one or more areas of the curriculum or additional testing in the curriculum area. Parents will be reassured to learn that the teacher can write an assessment in the child's cumulative record, indicating that the test scores do not reflect the child's actual abilities in the tested curriculum area.

ASSESSING CHILDREN'S PROGRESS

The Report Card

Parents may ask the teacher to explain the report card evaluations of their child's abilities and progress. They will be interested in hearing how evaluative decisions are reached, and whether the report card indicates the child's achievements in relation to the other children in the class, or to second graders in general.

Work Samples

Work samples, kept in individual folders, provide the most concrete examples of the child's abilities. Although teachers will be aware of the children's capacities from the life of the classroom, samples provide evidence of the child's work over time. It is this work that will best communicate the child's abilities and accomplishments to parents and school personnel. The collection should include work in all areas of the curriculum and, if dated, will demonstrate the children's strengthening skills and understandings.

Teacher Records

Teachers develop a number of recordkeeping devices to keep themselves informed of the children's progress and reminded of needs for special planning. In general, recordkeeping systems must be time-saving and accessible, so notes can be dated and jotted in seconds. Parents will be interested in the information teachers abstract from these records.

Some teachers prefer to write more frequent reports to parents and have designed forms for this purpose. The following form has been slightly modified from one created by an assistant principal and used by a second grade teacher in Brooklyn.[1]

Name of Child:______________________________ Class

Weekly Progress Report Week of________________

Classroom Work:____

____

____

Homework:____

____

____

____

Class Participation:____

____

____

____

____

Parent's Signature ______________________________

---

[1] Joan Crane, Assistant Principal, and Margaret A. Rubin, teacher, second grade, PS 243K, District 16, Brooklyn, Weekly Conduct/Work Habits Report.

A PARENT RESOURCE GUIDE

The parent resource guide is an organized collection of information the teacher gathers from many places: professional publications, newspapers and magazines, television reports, parents, colleagues, conferences, supervisors, colleges, medical centers. The guide is kept in the classroom as a valuable reference tool when parents visit.

The teacher may want to lend the guide to the school's parents' room. It can be a welcome aid when discussing any number of parent concerns.

The guide can be as simple or as sophisticated as the teacher wishes. It can consist merely of categorized looseleaf pocket sections where all notes and clippings are stuffed. An alternate organization of the guide is to mount each annotated reference on a separate page; provide an index on the first pages.

The parent resource guide can include some of the following categories:

a. current medical research and findings, such as the apirin/Reyes Syndrome studies;
b. educational research, such as the correlation between parents reading to children and children learning to read;
c. neighborhood resources for physical and mental health services;
d. after-school programs;
e. opportunities for summer programs.

The parent resource guide is an effective means of assembling an abundance of worthwhile information to share with parents.

Section 8
Assessment

Assessment

ARTICULATION: FIRST GRADE TO SECOND GRADE TO THIRD GRADE

"Begin where the child is," has been the theme of good developmental programs. One method of finding out about each child is through the use of articulation forms or cards. The previous teacher creates a picture of the child's social, emotional, physical, and academic development. When used effectively, this information can have an important impact on the child's overall growth.

The diagram below shows how the second grade teacher can apply this knowledge for the benefit of each child.

THE TEACHER		
plans optimal social environment	understands physical and health needs	understands instructional levels
develops sensitivity to emotional make-up	plans for individualized instruction	provides for talents and special abilities
sets expectations based on knowledge and information	programs for special needs	adapts teaching style to child's learning modality

The sample articulation forms for transition from first grade to second grade and from second grade to third grade on the following pages were developed by Dr. Rahla Gold, Principal P.S.105X, with the assistance of Rosemary Lavergata, Karen Shapiro, and Katherine Rosen, teachers at P.S.105X.

FROM FIRST GRADE TO SECOND GRADE

NAME________________________________DATE__________________________

FIRST GRADE CLASS_____________FIRST GRADE TEACHER______________________

SECOND GRADE CLASS_____________

	YES	NO	SOME-TIMES
I. SOCIAL DEVELOPMENT			
A. Can child work in a whole class setting?	☐	☐	☐
B. Can child work in a small group?	☐	☐	☐
C. Does child work well with others?	☐	☐	☐
D. Can child work independently?	☐	☐	☐
E. Does child use free time constructively?	☐	☐	☐
F. Does child practice self control?	☐	☐	☐
G. Can child adjust to new experiences?	☐	☐	☐

Comments:____

____

____

	YES	NO	SOME-TIMES
II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?	☐	☐	☐
B. Does child exhibit original thinking?	☐	☐	☐
C. Does child participate in class discussions?	☐	☐	☐
D. Does child think through a problem?	☐	☐	☐
E. Does child follow oral directions?	☐	☐	☐
F. Does child complete tasks assigned?	☐	☐	☐
G. Does child give up easily?	☐	☐	☐

Child's Learning Style (check one or more)

aural____________
visual___________
tactile__________
kinesthetic______
combination______

Comments:____

____

____

III. PHYSICAL DEVELOPMENT

	YES	NO	SOME-TIMES
A. Does child use small muscles appropriately? (eg. cutting, drawing)	( )	( )	( )
B. Does child have health problems?	( )	( )	( )

Comments:______________________________

____

____

IV. ACADEMIC LEVEL

A. Commercial Instructional Program(s)

Name ______________ Level Completed ______________

____

____

	Skilled	Needs Improvement	Lacks Skill
B. Reading Skills			
1. Phonics	( )	( )	( )
a. Initial, medial, and final consonants	( )	( )	( )
b. Consonant blends	( )	( )	( )
c. Vowels: short and long	( )	( )	( )
d. Word attack skills	( )	( )	( )
2. Comprehension	( )	( )	( )
a. Main idea	( )	( )	( )
b. Recalls details	( )	( )	( )
c. Sequence	( )	( )	( )
d. Following directions	( )	( )	( )
e. Predicting outcomes	( )	( )	( )

Comments:______________________________

____

Silent Reading:______________________________

____

Oral Reading:______________________________

____

	Skilled	Needs Improvement	Lacks Skill
C. Mathematics			
1. Number concepts	( )	( )	( )
2. Computation (addition & subtraction)	( )	( )	( )
3. Geometry	( )	( )	( )
4. Measurement	( )	( )	( )
5. Word problems	( )	( )	( )

Comments:____

____

____

V. LANGUAGE DEVELOPMENT

A. Limited English Proficient Child	YES	NO	SOMETIMES
1. Child's first language________________			
2. Has child been involved in a bilingual program? (If yes, indicate number of years________)	( )	( )	( )
3. Has child been involved in an ESL program? (If yes, indicate number of years______)	( )	( )	( )
a. Self-contained classroom (the ESL teacher worked with child in the classroom)	( )	( )	( )
b. Small group instruction (pull out program)	( )	( )	( )

4. English LAB Score__________________ Date______________________

B. Native English Speaking Child			
1. Does child speak fluently in complex sentences?	( )	( )	( )
2. Does child use one- or two-word sentences?	( )	( )	( )

Additional Comments: (Include special services such as speech, resource room, talents, abilities, needs, etc.)

FROM SECOND GRADE TO THIRD GRADE

NAME______________________________DATE________________________

SECOND GRADE CLASS____________SECOND GRADE TEACHER____________________

THIRD GRADE CLASS____________

	YES	NO	SOME-TIMES
I. SOCIAL DEVELOPMENT			
A. Can child work in a whole class setting?	( )	( )	( )
B. Can child work in a small group?	( )	( )	( )
C. Does child work well with others?	( )	( )	( )
D. Can child work independently?	( )	( )	( )
E. Does child use free time constructively?	( )	( )	( )
F. Does child practice self control?	( )	( )	( )
G. Can child adjust to new experiences?	( )	( )	( )

Comments:____

____

____

II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?	( )	( )	( )
B. Does child exhibit original thinking?	( )	( )	( )
C. Does child participate in class discussions?	( )	( )	( )
D. Does child follow oral directions?	( )	( )	( )
E. Does child follow written directions?	( )	( )	( )
F. Does child complete tasks assigned?	( )	( )	( )
G. Does child give up easily?	( )	( )	( )

Child's Learning Style (check one or more)

aural__________
visual__________
tactile__________
kinesthetic________
combination________

Comments:____

____

____

III. PHYSICAL DEVELOPMENT

	YES	NO	SOME-TIMES
A. Does child have health problems?	( )	( )	( )

Comments:______________________________

____

IV. ACADEMIC LEVEL

A. Commercial Instructional Program(s)

Name ______________________ Level Completed ______________

____

____

	Skilled	Needs Improvement	Lacks Skill
B. Reading Skills			
1. Phonics			
a. Consonants (initial, medial, final blends, diagraphs)	( )	( )	( )
b. Vowels (short, long, double, diphthongs)	( )	( )	( )
c. Prefixes and suffixes	( )	( )	( )
d. Word attack skills	( )	( )	( )
2. Comprehension			
a. Main idea	( )	( )	( )
b. Recalls details	( )	( )	( )
c. Sequence	( )	( )	( )
d. Following directions	( )	( )	( )
e. Predicting outcomes	( )	( )	( )
f. Makes inferences	( )	( )	( )

Comments:______________________________

____

Silent Reading:______________________________

____

Oral Reading:______________________________

____

	Skilled	Needs Improvement	Lacks Skill
C. Mathematics			
1. Number concepts	( )	( )	( )
2. Computation (addition & subtraction)	( )	( )	( )
3. Geometry	( )	( )	( )
4. Measurement	( )	( )	( )
5. Tables and graphs	( )	( )	( )
6. Word problems	( )	( )	( )

Comments:____

____

	Skilled	Needs Improvement	Lacks Skill
D. Language Arts Writing Skills			
a. Child is able to put ideas into sentence form.	( )	( )	( )
b. Shows original thinking.	( )	( )	( )
c. Uses punctuation and capitalization.	( )	( )	( )
d. Applies spelling words to written work.	( )	( )	( )

V. LANGUAGE DEVELOPMENT

A. Limited English Proficient Child

1. Child's first language______________________

	YES	NO	SOMETIMES
2. Has child been involved in a bilingual program? (If yes, indicate number of years_________)	( )	( )	( )
3. Has child been involved in an ESL program? (If yes, indicate number of years______)	( )	( )	( )
a. Self-contained classroom (the ESL teacher works with child in the classroom)	( )	( )	( )
b. Small group instruction (pull out program)	( )	( )	( )

4. English LAB Score__________________ Date________________________

B. Native English Speaking Child

	YES	NO	SOMETIMES
1. Does child speak fluently in complex sentences?	( )	( )	( )
2. Does child use one- or two-word sentences?	( )	( )	( )

Additional Comments: (Include special services such as speech, resource room, talents, abilities, needs, etc.)

TESTING

Second graders are tested each April with standardized tests in reading and mathematics. The tests provide results which indicate each child's level of accomplishment in the particular areas tested. A diagnostic printout, which accompanies the test score, indicates the particular areas in which the child has achieved mastery and those areas where more learning is necessary. Test results can be used to decide promotional and class placement, plan individual or group instruction, select children for special supplementary programs, and communicate with parents about each child's progress.

Reading tests measure skills taught in the second grade communication arts curriculum. Currently, children are tested on vocabulary knowledge, phonics, structural analysis, and comprehension skills. The checklist of skills and developmental scope in this guide outline the learning objectives covered by the test.

Mathematics tests in the second grade measure specific skills contained in the New York City mathematics curriculum. These include computation; solving word problems; reading graphs and calendars; understanding measurement, fractional parts, and symmetry.

Test-taking skills should be included in the instructional program. In addition to knowledge related to test content, children need to learn how to:

- follow test formats
- use time effectively
- apply thinking strategies
- follow written and oral directions
- locate key words
- understand test language
- skim for overall meaning
- scan for details
- reread for correction

Many second graders will be experiencing the test situation for the first time. It is important that they develop positive attitudes toward testing that eliminate unnecessary anxiety and stress.

In their daily lessons, teachers can help children develop reasoning strategies by using questioning techniques which promote the higher-level thinking skills. Second grade teachers need to regularly assess children's mastery of skills taught, and plan instruction based on those needs.

It is important that children reach test-taking time familiar with test format and aware of the cognitive processes involved in finding the right answers. When teachers serve as guides and models, children will have more confidence in their own abilities to succeed.

NEW YORK STATE SCREENING PROCEDURES

Chapter 53 of the Laws of 1980 provides for screening of every new entrant into the New York State public school system to determine which may be handicapped or possibly gifted. "Screening identifies those students in need of further evaluation and should not be viewed as an in-depth method of assuring development. Screening is a quick method of assessing a student's overall performance and should indicate whether or not an in-depth evaluation is necessary."[1]

The screening as mandated by law is given in the following areas:

- fine motor skills
- gross motor skills
- receptive language
- expressive language
- articulation
- physical development

Inasmuch as screening is designated for new entrants into the school system, it should be expected that most of the children will have had this screening in kindergarten or first grade. Those children without a record of screening and all new entrants into the New York State public school system this year must be screened. District screening administrators will have specific details concerning procedures and personnel. Informing parents about the screening process and referrals is vital to the screening program. Parents may request information about their child's performance during screening. Parents may also contribute information which assists in the early identification of special needs and which may be helpful in eliminating unnecessary referrals. A brief summary of the screening results should be available to parents.

If a child was previously screened, a copy of the screening form can be found in the cumulative record folder and should be helpful as a part of an initial, informal assessment of the child. The teacher should realize that this screening took place early in the year and is an indication of student performance at that time. Since young children develop rapidly, and, moreover, since instruction and maturation have occurred since that screening, it must be underscored that this is an indication for the teacher of past pupil performance that may give insight into the child's classroom performance.

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[1] *Screening in New York State* (Albany, NY: University of the State of New York, State Education Department, 1982), p. 3.

NURTURING GIFTED BEHAVIOR IN SECOND GRADE

> Gifted and talented children are those...who by virtue of outstanding abilities are capable of high performance. These...children...require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their potential contribution to self and society.
>
> Children capable of high performance include those who have demonstrated any of the following abilities or aptitudes singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts aptitude, (6) psychomotor ability.[2]

According to this United States Office of Education definition, giftedness can take many forms. To meet the needs of individuals with exceptional potential, it is necessary for teachers to recognize and nurture these diverse talents.

As educators, we must recognize that identification of young children is not absolute. Identification is based on predictions of potential as well as current achievement. Different traits and abilities show up at different times. The Richardson study, a nation-wide investigation of educational opportunities for advanced learners, recommends that "throwing a wide net in early childhood and later allowing the program to be its own screen will improve our chances of discovering and nurturing many kinds of ability among populations excluded from opportunity, whether by ethnic and economic circumstances, by sex-role stereotyping, or by other limiting conditions."[3]

Thus, the second grade teacher must provide opportunities that develop and encourage gifted behavior. It is important that the second grade teacher identify and nurture a broad range of abilities in young children and thereby perform an important role in the ongoing identification of gifted children.

Early childhood checklists of characteristics enable the second grade teacher to become involved in the identification of gifted children. These checklists suggest areas which many researchers agree are characteristic of the gifted child. Teachers may utilize the following checklists in observing and identifying gifted behaviors.

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[2] Adapted from: S.P. Marland, *Education of the Gifted and Talented, Report to the Congress of the United States by the United States Commissioner of Education and Background Paper Submitted to the United States Office of Education* (Washington, DC: United States Government Printing Office, 1972).

[3] Cited in *Education Week*, Jan. 16, 1985, p. 5.

School ______________________ District ______

Grade ______________

Teacher ______________ CHECKLIST

Directions: Please check the characteristics that apply to each child MOST of the time.

CHILD'S NAME	Has storehouse of information	Works independently	Analyzes problems well	Has good work habits	Learns rapidly	Enjoys learning	Is self-motivated	Pursues own interests	Displays curiosity	Generates original ideas	Searches for multiple solutions to problems	Displays sense of humor	Criticizes constructively	Is responsible	Communicates well with others	Is self-confident	Works cooperatively	Above average in reading	Above average in math	Specialist's recommendation

Adapted by P.S. 251, Queens, from "Project High and Wide," Yonkers, New York. Title IVC Demonstration Grant for The Gifted and Talented, New York State, 1978-1982.

RENZULLI-SMITH EARLY CHILDHOOD CHECKLIST [4]

Name ______________________ Date ______________________

School ______________________ Grade ____________ Age ____________

Teacher or person completing this form ______________________

How long have you known this child? ____________ Months. Sex ______________________

Directions. Please fill in the information requested above. Next, read each of the following items and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Place an X in the appropriate place according to the following scale of values:

1—Seldom or Never 2—Rarely 3—Sometimes 4—Almost Always

Scoring:

Add the total number of X's in each column to obtain the "Column Total."
Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Total across to obtain the "Score."

	1	2	3	4
1. Has displayed unusual talent in music, drawing, rhythms or other art forms.	___	___	___	___
2. Expresses a wide range of interests and is curious about almost everything that goes on around him/her.	___	___	___	___
3. Asks many "intelligent questions" about topics in which young children do not ordinarily have an interest.	___	___	___	___
4. Keen observation and retention of information about things he/she has observed.	___	___	___	___
5. The ability to attend or concentrate for a longer period of time than other children his/her age.	___	___	___	___
6. An early interest in clocks and calendars, and an ability to understand their function.	___	___	___	___
7. Understands the meaning of and use for maps, diagrams or graphs better than other children his/her age.	___	___	___	___
8. Knows the relationship among and between the various coin denominations (i.e., 4 quarters = 1 dollar).	___	___	___	___
9. Understands the meanings of number concepts beyond the numbers from 1 to 10.	___	___	___	___
10. The early accurate use of a large vocabulary.	___	___	___	___
11. Spoke in entire sentences at an unusually early age.	___	___	___	___
12. The ability to tell or reproduce stories and events with great detail at an early age.	___	___	___	___
13. Carries on "intelligent conversations" with older children and adults.	___	___	___	___
14. Learned to read early, with little or no formal teaching.	___	___	___	___
15. Can write short stories, poems, or letters.	___	___	___	___
Column Total	___	___	___	___
Weight	1	2	3	4
Weighted Column Total	___	___	___	___
Total				________

Please add any comments that you feel will give additional insights into this child's abilities and talents:

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[4] Joseph Renzulli, Sally Reis and Linda Smith, *The Revolving Door Identification Model* (Mansfield Center, CT: Creative Learning Press, 1981), p. 181.

Reaching the Gifted Grades K-6[5] provides thematic lesson plans for use in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills: analysis, synthesis, and evaluation.

Meeting the needs of gifted children can be a very exciting and rewarding process for the second grade teacher.

"A program for gifted primary students should not be merely a diluted version of activities adapted from the upper elementary program. Rather the primary program must respond to the unique social, emotional and developmental needs of young gifted children. These needs form the basis for organizing differentiated learning experiences that stimulate intellectual growth."[6] Differentiated curriculum for gifted children should expand, extend and deepen the learning experience. It allows gifted children opportunities to:

- explore topics in depth
- extend studies in time
- expand explorations of content
- vary the process of research

It is important that first grade teachers plan experiences for potentially gifted children in the regular classroom setting.

Planning to Provide for the Gifted Learner:[7]

How?
- Establish groups based on interests, needs, curricular topics.
- Set up mentorships with peers, adults, older students.
- Provide for independent study through contracts, minicourses, learning packages, task cards.

When?
- In place of the regular class or group activity.
- In addition to the regular class or group activity.
- As an extention of the regular curriculum.

What?

Regular Group	Gifted Group
Students report on inventions in the field of communications.	Students invent a new form of communication.
Students list the requirements for healthy plant life.	Students carry on an experiment where one factor has been removed. Results are recorded by picture or graph.

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[5] Division of Curriculum and Instruction, *Reaching the Gifted Grades K-6* (New York: Board of Education of the City of New York, 1983).

[6] Kathryn T. Hegeman, *Gifted Children in the Regular Classroom* (New York: Trillium Press, 1980), p. 66.

[7] Division of Curriculum and Instruction, *op. cit.*, p. 6.

Citywide Gifted Programs Framework

The Citywide Gifted Programs Framework reflects a major effort by the Division of Curriculum and Instruction of the New York City Board of Education to develop an instructional design which recognizes that there are potentially gifted students in every public school. The Framework, currently operating in 20 community school districts with more than 200 schools, offers a comprehensive school-based approach which modifies the regular curriculum to address individual needs in the classroom while organizing out-of-class enrichment experiences and opportunities for individual pursuits. 8

The Citywide Gifted Framework adheres to the philosophy of the Enrichment Triad Model,[8] developed by Joseph Renzulli and Sally Reis of the University of Connecticut. This model offers a systematic plan for enrichment which includes Type I activities that awaken interest in new areas, Type II activities that teach children how to learn, and Type III activities for independent individual or small-group projects. When used in the regular classroom, this model becomes the catalyst for sparking interest, developing advanced skills, and providing children with opportunities to utilize their advanced abilities and strengths.

TYPE I ENRICHMENT - General Exploratory Enrichment

Type I enrichment consists of experiences and activities that are designed to bring the learner in touch with topics or areas of study in which a sincere interest may be developed. Through involvement in Type I experiences, children will be in a better position to decide if they would like to do further research on a particular problem or area of interest.

Type I activities are designed to:

MOTIVATE OR STIMULATE CHILDREN'S INTERESTS:

- IMPLEMENT INTEREST CENTERS
- PLAN FIELD TRIPS
- INVITE GUEST SPEAKERS
- ENCOURAGE BOOK BROWSING
- BRAINSTORM NEW TOPICS

Training and supplementary manuals are available through the Gifted and Talented Unit, 131 Livingston St., Bklyn, N.Y.

Supplementary Materials for Enriching Programs for the Gifted, (Charts and Graphs) Division of Curriculum & Instruction, New York City Board of Education.

Supplementary Materials for Enriching Program for the Gifted, (Articles), Division of Curriculum & Instruction, New York City Board of Education.

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[8] Joseph Renzulli, *The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted* (Mansfield Center, CT: Creative Learning Press, 1977)

TYPE II ENRICHMENT - Group Training Activities

Type II enrichment consists of materials, methods, and instructional techniques that are concerned with the development of higher-level thinking processes and affective response. These processes include critical thinking, problem solving, inquiry training, divergent thinking, awareness development, and creative or productive thinking. Type II activities are open-ended and allow children to develop their thinking to the highest levels possible.

Type II activities are designed to:

DEVELOP HIGHER ORDER COGNITIVE THINKING SKILLS

COGNITIVE THINKING

- Observing
- Comparing
- Classifying
- Imagining
- Hypothesizing
- Criticizing
- Looking for Assumptions
- Collecting and Organizing Data
- Summarizing
- Coding
- Interpreting
- Problem Solving
- Decision Making

CRITICAL THINKING

- Scientific Method
- Creative Problem Solving
- Inductive Reasoning
- Deductive Reasoning

VISUAL THINKING

- Analytical Thinking
- Synthesizing Visually
- Externalized Thinking
- Pattern Completion
- Multisensory Imagery
- Guided Fantasy
- Open Fantasy
- Visualization

AFFECTIVE THINKING

- Risk Taking
- Complexity
- Curiosity
- Task Commitment
- Understanding Self
- Understanding Others
- Leading/Following
- Fact from Fantasy
- Fact from Opinion
- Career Awareness

CREATIVITY

- Fluency
- Flexibility
- Elaboration
- Originality

COMMUNICATION

- Written
- Visual
- Oral

TYPE III ENRICHMENT - Individual and Small Group Investigation

Type III enrichment consists of activities in which the child investigates a real problem or topic by using appropriate methods of inquiry. The success of a Type III activity depends on the child's interest and task commitment. Examples of intensive, long-range Type III activities include the creation of a walking robot, the production of a dramatic marionette show which outlines the development of clowns from the thirteenth century to the present, and the writing and illustration of a children's Christmas book.

Type III activities are designed to:

DEVELOP PRODUCERS OF KNOWLEDGE

- INVESTIGATE REAL PROBLEMS
- GATHER DATA
- ANALYZE RESULTS
- ESTABLISH CONCLUSIONS
- DISSEMINATE INFORMATION

Independent/Small Group Projects

Research Papers
Oral Reports
Broadcasting
Computer Programming
Murals
Musical Composition
Dramatic Presentations
Experiments
Maps, Charts, Graphs

Drawings
Paintings
Poems
Formulas
Essays
Dances
Filmmaking
Sculptures
Debates

Panels
Models
Intellectual Games
Slide-Tape Presentations
Videotape Presentations
Cartoon Art
Puppet Shows

The goal of the Citywide Gifted Programs Framework is to improve the identification of student potential and to organize the differentiation of experiences for nurturing gifted behaviors for all students. This can be achieved through the coordination of gifted programs in every school, offering opportunities to the broadest range of students.

Dr. Benjamin Bloom, in Developing Talented Young Children, has studied outstanding achievers in a variety of fields. In reviewing this book, Fred Hechinger stated, "Contrary to popular myth, talent does not automatically rise to the top like cream to milk. To be translated into outstanding accomplishment, talent must be nurtured in the home, developed by the right kind of teachers and honed by years of continuous training and practice." [9]

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[9] Fred Hechinger, "How Talent Can Be Nurtured," *The New York Times*, Feb. 12, 1985.

CareerS

FIRE DEPT.
Gerry

1 List all of the careers you can think of. Consult your classmates, parents and teachers to expand your list. Classify these careers in as many ways as you can.

2 Predict the most common occupation or job of the parents of your classmates. Poll your classmates. Graph the results.

3 Select three careers that interest you. List the pros and cons of each career. Which of these careers would you choose? Why?

4 What new careers will there be in the future due to scientific breakthroughs? Choose one and write a help-wanted ad for this position.

5 Secure the Help Wanted section from any newspaper. Using this format, develop the Help Wanted section for this paper as it might appear in the year 2020. What would be similar? What would be different?

6 Collect pictures of people working in various occupations. Make a montage that illustrates some common relationships among all of these pictures. Give a title to your montage.

7 What are *all* of the jobs necessary for staging a large rock concert. List them in order of importance. Choose one that is of interest to you. Write a description of the concert from this point of view.

8 Select a job that requires wearing a uniform. Describe the changes that have occured in the uniform over the years. Design a new uniform for this job.

9 Choose several famous or infamous persons in history. Using your knowledge about their character and abilities select modern occupations that would be suitable for them.

10 List all of the careers that require a good foundation in math. Classify them as to the degree of math expertise needed.

11 Make up some new "expressive" titles for common jobs, such as: *Pedagogical Engineer* for *teacher*. Design a logo, badge, letterhead for one or more of these jobs.

12 List all of your hobbies and interests. In what present careers would these be most useful? Develop a new career that would use more of your interests.

From Janet Heuer, Ann Koprowicz, Ruth Harris, *More M.A.G.I.C. K.I.T.S.* (Mansfield Center, Connecticut: Creative Learning Press), p. 43.

NewspaperS & MagazineS

NEWS STAND
SUNDAY SUN $1.00
MORN. + EVE 20¢
Good House
TIME
NEWS
POST
Gerry

1 Cut out newspaper articles that interest you. Design a layout for a new page using just these articles. You must fill the whole page. You may include ads if space is available.

2 Without reading any of the material, cut out pictures, headlines, and stories from the newspaper. Choose one and complete it. If it is a picture write a caption or story. If it is a story write a headline or draw a picture. If it is a headline report your version of the story.

3 Select several descriptions of homes for sale in the real estate section of a newspaper. Combine features from each to make a better house. Write a new ad for this house.

4 Compare two magazines of the same type (news, sports, homemaking, etc). How are they similar in layout, ads, content, stories, etc.? In what ways are they different? Which one do you prefer? Why?

5 Select a periodical that you are not familiar with. Look through it and decide for which group of people it was written. On what did you base your decisions?

6 If you were to publish a children's magazine, what kinds of things would you want in it? Develop the outline for one issue.

7 Pretend you are a periodical in your school library. Describe a day in your life.

8 Given a choice, would you be a newspaper or a magazine? Tell why you made your choice.

9 If you were to wallpaper your classroom with newspaper, how many full size pages would you need? Remember to deduct the area of the windows, doors, and blackboards from your measurement.

10 Select background music for each section of the newspaper. List the titles of the tunes you chose and explain why you feel they are appropriate.

11 List all the possible uses for a newspaper other than reading it.

12 If there were no paper, what other things could you use in its place to produce newspapers and magazines? These materials have to have the same qualities as paper.

13 Poll your class on the types of periodicals received in their homes. Develop your own classifications for these. Present your results using graphs and charts.

14 You are a reporter from outer space. This is your first visit to Earth. Write an article about what you experienced.

From Janet Heuer, Ann Koprowicz, Ruth Harris, *More M.A.G.I.C. K.I.T.S.* (Mansfield Center, Connecticut: Creative Learning Press), p. 33.

CONSIDERING A CHILD WITH SPECIAL NEEDS

When second grade children become familiar with classroom routines, they readily begin to explore their primary learning environment--the classroom. The teacher, having set the stage for learning, is the role model and facilitator who can establish an emotional tone which will contribute to individual growth within group disparity. The teacher's "personal style" has the potential to catalyze a chain reaction of mutual respect, when it conveys to children the awareness that all people have basic needs which influence their behavior. These needs include:

NEED TO BE VALUED - All children must be valued for who they are, where they come from, and what they bring with them from their culture.

NEED TO DO - Children learn by using all their senses to explore, discover, and form judgments about things in their world.

NEED TO SHARE, TO TRUST, AND TO BE TRUSTED - Children need adults who care, who guide their discoveries into mutually respected action, who inspire and develop competence and confidence.

NEED TO BE GIVEN A CHANCE TO GROW AT THEIR OWN RATES - Growth for children has many dimensions: social, emotional, physical, and intellectual. Growth is uneven and highly individual. All children do not reach the same level of growth at the same age.[10]

Most of the second graders will demonstrate abilities which cluster around age-appropriate levels; some will not. For those children who demonstrate difficulties in one or more performance areas, the teacher may initially want to:

- engage in informal conversation with the child's parent(s)
- review the child's current health records
- confer with the former teacher
- review the articulation card from the previous grade

In addition, early identification of specific areas of difficulty will aid in the development of a variety of remedial strategies. The teacher should examine the child's present level of performance in the following areas:

- Academic Development and Learning Rate: how the child functions in academic areas and the way in which the child approaches learning

- Social Development: how the child functions in social interactions with other peers and adults, and with the demands of the school environment

- Physical Development: how the child functions physically in terms of health, vitality, and sensory and motor development

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[10] Division of Curriculum and Instruction, *Minimum Teaching Essentials K-9* (New York: Board of Education of the City of New York, 1979), p. 164.

- Management Needs: what the child requires to engage in learning in terms of supervision, instructional group size, modifications to classroom procedures.[11]

Finding the time for individual assessment while continuing the scheduled activities of the classroom may at first appear to be an overwhelming task. It will, however, enable the teacher to devise alternative instructional approaches, materials, and classroom management techniques to sustain the child in the present second grade placement.

With careful planning, a selection of appropriate early childhood games can provide opportunities for relaxed, nonthreatening, individual evaluation, as well as academic and social development for all. The following pages include a "Sample Assessment Chart." Suggested activities condense the tedious process of writing anectdotal records to document a child's classroom behavior.

When the child does not benefit from remedial strategies and the difficulties persist, the teacher should consider whether the child may have a handicapping condition that is interfering with educational performance. THE MOST IMPORTANT DECISION A TEACHER CAN MAKE ABOUT A YOUNG CHILD IS THE DECISION TO REFER. Since a referral leads to the evaluation of the student for special education, the second grade teacher must be sure that the child's difficulties are not a part of normal development which can be handled in the second grade classroom with some modifications of the curriculum. Before a referral is made, the teacher should consult with the principal and/or supervisor to discuss every resource which can be used to support the child in general education. If the teacher suspects the child has a handicapping condition, a referral can be made to the Committee on the Handicapped (COH) according to the guidelines established in the Chancellor's procedures. Once a referral is made and parental consent for evaluation is obtained, the student will be evaluated by the School Based Support Team (SBST).

While awaiting the evaluation of the child, the second grade teacher continues instruction, making adaptations, and documenting changes in the child's behavior. The charts provided below may be useful to the second grade teacher when making "Adaptations to Instruction" and developing "Techniques for Working with Children with Special Needs."

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[11] Regulations of the Commissioner of Education of the State of New York, Section 200.4, Individual Education Programs for Students with Special Needs.

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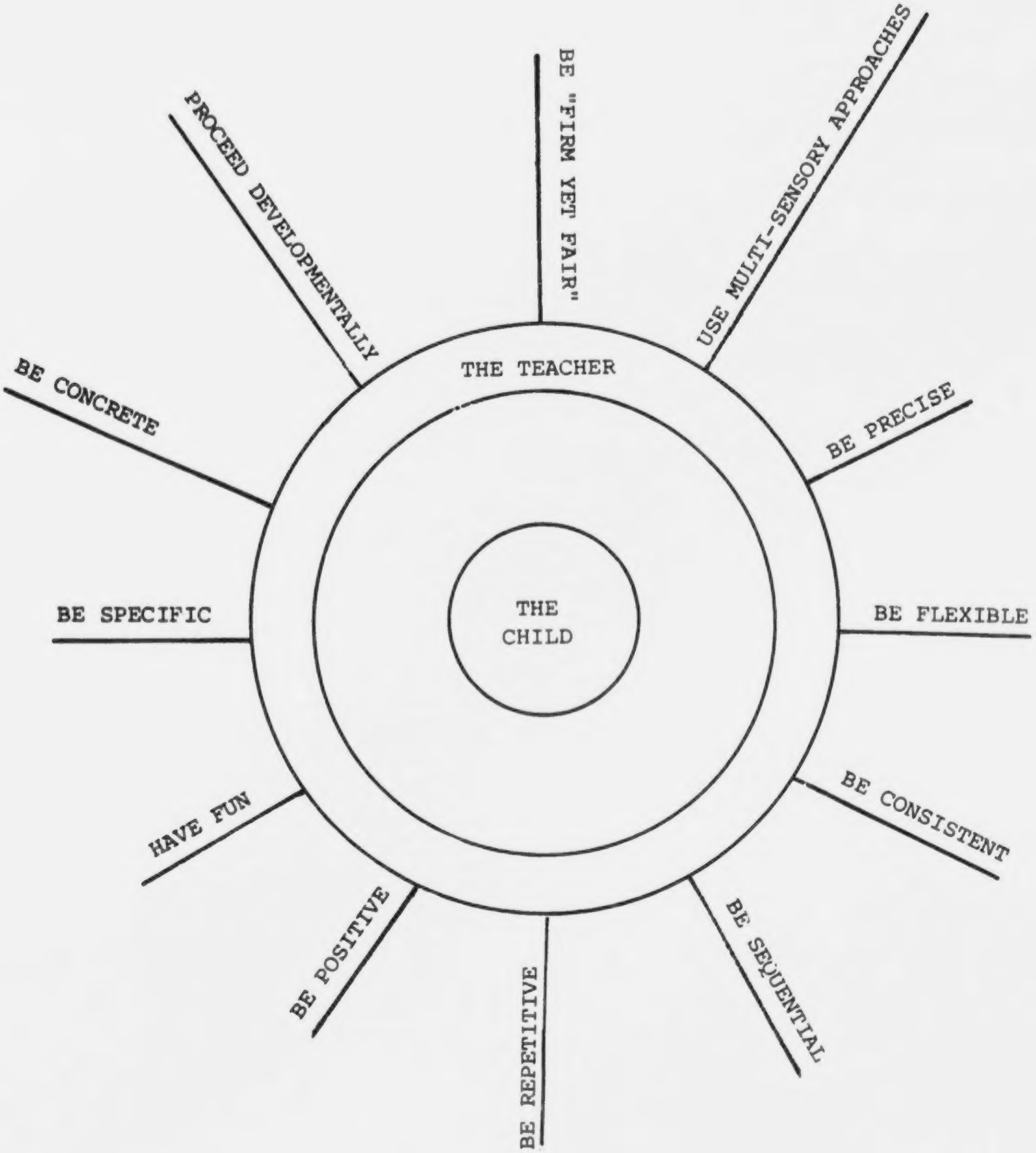
TECHNIQUES FOR WORKING WITH SPECIAL NEEDS CHILDREN


BE "FIRM YET FAIR"
USE MULTI-SENSORY APPROACHES
PROCEED DEVELOPMENTALLY
THE TEACHER
BE CONCRETE
BE PRECISE
THE CHILD
BE SPECIFIC
BE FLEXIBLE
HAVE FUN
BE CONSISTENT
BE POSITIVE
BE REPETITIVE
BE SEQUENTIAL

A Sample Assessment Chart

Child's Name Jane B.
Date of Birth June 2, 19

ASSESSMENT AREA	SUGGESTED ACTIVITY	BEHAVIORAL DESCRIPTION	PERFORMANCE RATE	TEACHER-CHILD INTERACTIONS
.number recognition (1-50) .eye-hand coordination .social development	.bingo .match number or dots to number	.drops chips .covers wrong numbers	very slow	6 times
.letter recognition sound-symbol correspondence identify, classify common objects .follow directions -visual -oral .small muscle development -use of scissors -pencils -crayons	.lotto .sorting .cutting pictures from a magazine .writing letters, words, sentences .make a book, e.g., "My Book" "My Favorite Animals"	.difficulty with short vowel sounds .cannot classify common objects .tears paper when cutting	fast	8 times
.expressive language .memory skills .patterning	.report the weather from day to day .imitate echo clapping, e.g., a clap for each syllable in a child's name.	.speaks in single words, phrases .cannot model 4 claps	very slow	6 times
.large muscle development .directional awareness, i.e., inside, outside, around	.relay races .circle games	.cannot skip .walks outside of instead of around the circle	very slow	5 times

ADAPTATIONS TO INSTRUCTION

IF: the child demonstrates fatigue, distractability, restlessness, inappropriate behaviors...

THEN: the second grade teacher may want to provide an alternative work place, i.e., an enclosed area with limited stimuli, and select from among the activities in the chart below.

ALTERNATIVE ACTIVITIES		MATERIALS
1. USING MANIPULATIVES TO COUNT, TO ADD, TO SUBTRACT		
BEHAVIORAL OBJECTIVES:	. to put the specified number of pop sticks into each can . development of attention span, eye-hand coordination . language development through correct use of "comparison words," e.g., more, less	. small empty cans (or teacher can rinse out empty milk containers from the the lunchroom) . objects to be counted, e.g., pop sticks, pencils
MOTIVATION:	. "I have a game for you." . "The number (or dots for one-to-one correspondence) on the can tell you how many sticks to put in." . "I will count the sticks for this can. Now, you count," (teacher demonstrates; child imitates) . Repeat "Known" numbers often. New number is introduced upon mastery. . "Very good. Count the sticks for all the cans. I will come back when you're finished."	
2. DEVELOPING FINE MOTOR SKILLS THROUGH TACTILE EXPERIENCES		
BEHAVIORAL OBJECTIVES:	. to develop attention span . to draw geometric shapes . to write upper and lower case letters, words, sentences . to write numbers	. a desk-sized chalkboard or . a magic slate or . a tray of salt

ALTERNATIVE ACTIVITIES	MATERIALS
MOTIVATION: . "I have a game for you." . "The shape (number, letter, or word) on the card tells you what to write." . "I will draw the shape for this card. Now you draw it." (The teacher demonstrates the correct use of a desk-sized chalkboard with eraser, a magic slate, or a tray of salt in which the child traces shapes with a finger. When feasible, the last method is preferred and is well worth the possibility of minor clean-ups. With precise instruction the child should learn to gently move the tray from side to side to erase.) . "Look at me. This is how to erase. Now, you erase. Good." . New shape is introduced upon mastery. . "Very good. Try a new shape."	. task cards -shapes -alphabets -words -numbers
3. USING CEREAL BOX PUZZLES TO DEVELOP VISUAL PERCEPTION AND WORD RECOGNITION	
BEHAVIORAL OBJECTIVES: . to assemble familiar pictures, words cut into puzzle pieces from the fronts of cereal boxes	. cereal boxes . contact paper (optional to cover pieces)
MOTIVATION: . "I have a game for you." (Teacher displays a familiar picture from a cereal box, e.g., "Tony the Tiger.") . "Can you take the puzzle apart?" . "Now can you put it back together again? Good." (Begin with puzzles of two or three pieces. Increase difficulty upon mastery.)	

ALTERNATIVE ACTIVITIES	MATERIALS
4. USING TEACHER-MADE ACTIVITY SHEETS TO DEVELOP -RECALL OF PERSONAL DATA -WRITING SKILLS	
BEHAVIORAL OBJECTIVES: . to trace dotted outlines . to improve ability to write: upper, lower case letters, numbers, shapes	. duplicating master . duplicating machine
MOTIVATION: . "I have a work sheet for you. Can you read this? This is your name." (The child's name is dotted in upper and lower case print *or* upper case only. The teacher makes the decision to use upper case letters when the child is limited in alphabet recognition skills and/or fine motor skills.) . "I will trace the letters in your name. Now you trace the letters." . The child's name is listed repeatedly down the length of the activity sheet. The teacher cuts off 2 or 3 copies of the name for each lesson. . The activity sheet method may be used for the child's address, telephone number, birthday, etc.	

SECOND GRADE ASSESSMENT CHECKLIST

Adapted from The New York Child Development Scales[12]

The New York Child Development Scales deal with behaviors that can be observed by the teacher during school hours and apply specifically to classroom situations. Items in the scales address themselves to personal independence, interpersonal relations, language, and motor development. The teacher should combine results of the scales with information from other sources to gain knowledge and understanding of the whole child. Plans for the individual child can be developed accordingly.

The New York scales list items which have been statistically normed as characteristic of children aged three through eight years. In the adapted Second Grade Assessment Checklist, items for age levels five through eight years have been combined and listed in hierarchical order to accommodate the range of maturational levels of second grade children. The individual child does not reach all the items on any one scale at the same time; the child generally exhibits behaviors scattered over several age levels. Similarly, the child may be more advanced on one or more of the scales than on the others. Items should be checked only if the teacher, through systematic observation, has accumulated sufficient evidence to make reliable judgments.

Checklists such as the Second Grade Assessment Checklist can be useful guides for observing students and planning instruction if the following considerations are kept in mind:

- A checklist is a reference tool. Not all children demonstrate fully mature development in all areas at a given age. Each item requires observation and judgment. Items are not presented as achievement norms, but rather as observable behaviors which give clues to the support children need.
- A checklist can be used in a variety of ways:
    - to study a child with greater specificity
    - to study a child in cooperation with a colleague or resource person
    - to study a child in cooperation with parents
    - to indicate individual and group needs when planning for instruction.
- A checklist is limited. Complex responses and behaviors may be observed which cannot be recorded on the checklist. The teacher may find it valuable to prepare a list with additional items.
- A checklist is not static. It should be used over time. Areas of concern will require periodic reassessment.
- A checklist should be supplemented with other information. Checklists ask good questions. However, checklists should be supplemented with data such as:
    - language samples
    - children's drawings, paintings, and clay products
    - dialogues with parents
    - dialogues with children.

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[12] Bureau of Educational Research, *The New York Child Development Scales* (New York. Board of Education of the City of New York).

SECOND GRADE ASSESSMENT CHECKLIST

Name______________________________
Boy____________________ Girl__________
Date of Birth__________________________

School____________ Borough____________ Class____________
Teacher____

SCALE A: PERSONAL INDEPENDENCE

	Date	Date	Date	Date
Gives full name __________________.				
Gives age _________birth date ___________________.				
Gives home address.				
Knows the route between home and school.				
Can go to school without an adult if there are no dangerous crossings.				
Accepts responsibility for cleaning work place and for replacing materials; may need encouragement.				
Begins to show discrimination in evaluating own performance; wants product to conform to original idea.				
Wants to finish what has been started, if the work is interesting and within own ability, even if it takes several days.				
Carries out class routines, such as distributing work materials.				
Judges difficulty of various activities; generally undertakes those within own ability, although may need some help.				
Shifts from one job to another according to plan without reminder.				
Begins to judge products for level of skill and craftsmanship.				
Begins simple concrete planning with a group under adult guidance.				
Refers to books and magazines in the class collection to find very simple information; uses both pictures and text.				
Finds rooms anywhere in building if numbers are given.				
Tells time correctly, at least to the nearest quarter hour.				
Under adult guidance, does own part in managing and in keeping simple records for a routine class or school job.				
Under adult guidance, plans and carries out a sequence of steps in a project.				
Obtains information on class topic of interest from a variety of sources: books, people, souvenirs, libraries, museums, etc.				
Uses writing independently, as in short notes or letters.				

SCALE B: INTERPERSONAL RELATIONS

	Date	Date	Date	Date
Generally accepts an alternative for something he/she wants and cannot have.				
Suggests taking turns, although may not carry through the process consistently.				
Plays cooperatively in groups of two to five children; interaction is not necessarily continuous.				
Comforts other children when they cry or have been hurt.				
Shares tools and equipment voluntarily with others within organized work group.				
Seeks status in group; may do this by giving outstanding performance or by bragging or showing off.				
Uses spoken requests to get what is wanted, although hitting and snatching may still be frequent.				
Expresses anger, usually in words rather than physically.				
Plays group games with simple structure and rules, as in tag, jump rope.				
Takes initiative in helping younger or less able children in classroom routines.				
Notices and makes comments about the contributions and productions of other children.				
Shows loyalty to a small group of children; chooses its members for voluntary group activities.				
Adheres strictly to group-made rules of conduct for games or classroom activities; will not tolerate exceptions.				
Evaluates criticisms by other children and accepts constructive suggestions.				
Sustains for long periods interest in dramatic play with others.				
Reenacts in detail the functions of neighborhood workers, e.g., mail carrier, firefighter, grocer.				
Reenacts role of adult hero or heroine in narrative sequences drawn from stories.				
Participates in group games with definite rules and rather involved relationships as in baseball, punchball, or as in table games like parchesi, pick-up sticks.				
Understands need for social courtesies and generally uses them without teacher reminder.				
Begins to consider approval and opinions of other children of major importance in guiding behavior.				
Shows social consciousness in seeing similarities between himself and child of different background.				
Judges critically the capabilities of other children in selecting them for special jobs.				

SCALE L: LANGUAGE

	Date	Date	Date	Date
Relates incidents in simple terms with few details.				
Uses sentences averaging five or six words.				
Plays with sounds; makes up nonsense words and rhymed syllables.				
Talks to other children.				
Articulates all sounds clearly, with these possible exceptions: *th*, *zh*, *wh*; triple consonants like *str*, *sts*.				
Has mastered the mechanics of articulation.				
Uses sentences with grammatical structure roughly approximating that of the adult; uses all parts of speech.				
Recognizes and gives correct names for letters of the alphabet.				
Gives correct sound for letters of alphabet.				
Recognizes and gives correct names for numerals.				
Recognizes and articulates likenesses and differences of printed symbols.				
Recognizes and gives correct names for common colors.				
Asks questions for the definite purpose of obtaining information.				
Reports in some detail events recently experienced or witnessed.				
Contributes to interchange of ideas in sustained conversation.				
Is aware of humorous possibilities and double meanings of words; enjoys puns and literal meanings of words as expressed in literature.				
Retells a complete story like "The Three Little Pigs" or "Goldilocks" with events in sequence.				
Adjusts own language to fit roles of storybook characters in unrehearsed dramatizations.				
Uses idiomatic expressions such as *hard as a rock*.				
Uses some current slang, technical, or specialized terms.				
Gives meanings of words in descriptive terms.				
Participates in discussion and defends own point of view.				
Shows beginning appreciation of abstract ideas in conversation.				
Sees new interpretations or several meanings in familiar words.				

SCALE M: MOTOR DEVELOPMENT

	Date	Date	Date	Date
Descends stairs, feet alternating, without support.				
Climbs, swings, jumps, slides; uses playground apparatus.				
Runs nimbly, turns corners easily, stops readily.				
Runs, jumps, gallops, sways in time to music.				
Skips, using feet alternately.				
Throws ball overhand, shifting weight from one foot to the other.				
Bounces and catches ball with one hand.				
Executes series of controlled movements as in hopscotch, ball-bouncing, ball games.				
Has gross body control as in balancing, jumping from heights, climbing, performing simple stunts.				
Throws a ball with fair aim.				
Cuts and pastes forms.				
Holds pencil in fingers in adult fashion; grip may be tense.				
Shows ease in writing movement; hold on pencil is not unduly tense.				
Draws from model a true likeness of a three- or four-sided straight line figure.				
Draws representative picture of a person.				
Writes first name.				
Writes last name.				
Writes simple words without model; spelling may be invented.				
Uses simple tools to make recognizable articles from cardboard, drawing paper, cloth.				
Makes well constructed, usable objects in woodworking, arts and crafts.				
Shows dexterity in fine hand movements, as in carving, sewing, weaving.				

READING ASSESSMENT PROGRESS CHECKLIST[13]

The Reading Assessment Progress Checklist was developed to assess the reading progress of individual children in kindergarten and first, second, and third grades. The individual record sheet is a checklist of behaviors with squares to be marked as the teaching team observes indicators of the child's strengths. The three columns on the right-hand side of the page are for recording observations during the designated assessment periods.

Marking Procedures:

- Leave blank those items which cannot be immediately identified. ☐
- Mark with a single line "/" to indicate beginning work in this area. ⧄
- Mark with an "X" when behavior is easily exhibited in the child. ☒

The following is the Second Grade Reading Assessment Progress Checklist.

SECOND GRADE READING ASSESSMENT PROGRESS CHECKLIST

Child's Name __________________________ Second Grade Class: _____ 19__- 19__

	SECOND GRADE		
READING CHECKLIST	1st	2nd	3rd
1. Listens to others reading aloud with interest and pleasure.			
2. Likes to tell about own experiences.			
3. Asks questions; is curious.			
4. Participates in discussions.			
5. Converses informally.			
6. Is attentive.			
7. Demonstrates growth in language development and usage.			
8. Follows oral directions.			

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[13] Adaptation of Individual Reading Assessment, Project Follow Through, Bank Street College

READING CHECKLIST	SECOND GRADE		
	1st	2nd	3rd
9. Verbalizes subtle fears, doubts, and other feelings found in reading.			
10. Oral reading reflects knowledge that prefixes, suffixes, contractions change word/sentence meanings.			
11. Has multiple concepts rather than a single literal meaning for words in his/her vocabulary.			
12. Spells frequently occurring sight words.			
13. Spelling reflects utilization of phonics, structural knowledge and/or generalizations.			
14. Can break a word into syllables.			
15. Recognizes antonyms.			
16. Recognizes synonyms.			
17. Recognizes homonyms.			
18. Reads high frequency words easily in any format or context.			
19. Uses contextual clues--syntactic and semantic--to define unknown words.			
20. Perceives the main idea of a story.			
21. Recalls and relates the sequence of events in a story.			
22. Speculates on the probable next event in a sequence.			
23. Skims for information.			
24. Reads for answers to questions.			
25. Makes inferences from material read.			
26. Uses grapho-phonemic clues in decoding.			
27. Has established a method for decoding.			
28. Seeks specific information in appropriate resource materials, for example, charts, dictionaries, and encyclopedias.			

READING CHECKLIST	SECOND GRADE		
	1st	2nd	3rd
29. Reads/understands a variety of math symbols, for example, thermometers, bar graphs, and diagrams.			
30. Initiates recording of experiences and ideas without adult assistance.			
31. Uses recently learned words in own writing.			
32. Uses own dictionary as an aid to writing.			
33. Follows written directions.			
34. Organizes writing sequentially when appropriate.			
35. Uses contractions, prefixes, suffixes in writing.			
36. Uses compound and complex forms of sentence structure and syntax in writing.			
37. Writes complex stories, i.e., containing surprise endings, subtleties, conflict.			
38. Selects most important ideas to make point when writing.			
39. Edits own material to get a more succinct product.			
40. Evaluates sources by questioning reliability and validity of reading material.			
41. Pursues the meaning of a word rather than giving up.			
42. Uses multiple sources to pursue an idea or question.			
43. Takes pride in mastery of skills.			
44. Selects a variety of printed material for independent reading.			
45. Does silent independent reading often.			

TEACHER COMMENTS

Accomplishments (books read, materials written) and Recommendations.

Second Grade Teacher:______________________________ Date______________

Section 9

Developmental Skills and Scope of Curriculum Areas

Developmental Skills

SKILLS IN COMMUNICATION ARTS

Introduction

In the second grade, children review, refine, and extend the communication arts skills introduced in kindergarten and first grade. They need many opportunities to practice and apply those skills if they are to become successful learners. A sustained, systematic program of instruction with adequate time on task will help children internalize the various skills taught to them.

Constance E. Robinson states:

> "Informal evaluation techniques allow you to appraise each child's behaviors intermittently. These evaluations are essential to appropriate instruction. Since the child's status is constantly changing, you need a continuous efficient system for assessing pupil needs. Before children have gained independence, observation checklists are useful informal evaluation tools. Noting the level at which pupils are successful or are having difficulty will help in planning appropriate skill reteaching, reinforcement and enrichment activities." [1]

Enabling children to function independently is the long-range goal of second grade instruction.

The list in this section presents an overview of the communication arts skills in second grade. Awareness of its scope and sequence will help teachers:

- recognize specific reading skills.
- determine children's skill strengths.
- pinpoint children's skill weaknesses.
- prescribe specific tasks for remediation.
- apply specific skills to tasks.
- plan for individual and group instruction.

P. David Pearson recommends a particular approach for skill instruction which allows for the gradual release of responsibility from the teacher to the children. This approach includes:

(a) teacher modeling (direct instruction of the specific skill)
(b) guided practice (children and teacher jointly tackle the skill)
(c) independent practice (children try skill by themselves)
(d) application (children practice skill with instructional materials) [2]

In using this model, teachers demonstrate how to handle tasks by thinking aloud, stating the reasoning process, and explaining the clues used in finding solutions. Children become aware of cognitive strategies and learn to use those strategies in solving instructional tasks.

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1. Constance F. Robinson, "Informal Evaluation Aids," *Focus, Reading for Success* (Glenview, IL: Scott, Foresman & Co., 1985), p. 149.
2. David P. Pearson, "Changing the Face of Reading Comprehension Instruction," *The Reading Teacher*, vol. 38, April 1985, pp. 732-733.

Current research indicates that successful teaching occurs in a developmental setting, using a holistic approach integrating all the areas of the communication arts. Don Holdaway describes this environment as one in which children learn to read by writing and to write by reading. They learn to speak by listening, and they listen while others speak to them. In this way children make connections among all the phases of the communication arts, interrelating their skills and growing stronger as these knowledges build upon and with each other.

Holdaway states it well when he says:

"Clarity and simplicity are not achieved by dividing things into smaller parts. The destruction of central meaning and purpose may make the task more difficult and less clear. A good instance of this has been the destruction of natural, intelligible language in 'readers' designed to introduce reading skills by a careful progression of simple steps. Clarity is heightened by seeing things whole and functioning within a structure that gives them meaning. Clarity is also a matter of having clear purposes.

"Language skills develop most strongly in a developmental framework. Before any teaching is attempted, a conducive learning environment should be set up in which the skills to be learned are modeled by the teacher and practiced in purposeful ways. In a developmental program, teachers provide helpful guidance and structure to children's endeavors."[3]

Note

Many of the skills listed in the scope of communication arts were introduced in kindergarten and first grade. At the beginning of second grade, formal or informal assessment will establish which children have mastered the skills previously taught, which children need review, and which children require further direct instruction. Observation is one way of finding out what children have previously learned.

In planning an instructional program based on skill strengths and weaknesses, it is important to integrate such teaching with all areas of the communication arts. Consideration should be given to individual, group, and whole class needs. Infusing the skills throughout the curriculum will reinforce children's awareness of those strategies and offer them many opportunities to practice what they have learned.

The chart below categorizes the skills detailed in the separate communication arts of listening, speaking, vocabulary development, reading, writing, and library and study skills. The instructional periods have been designated as "Fall," "Winter," and "Spring."

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[3] Don Holdaway, *The Foundations of Literacy* (London: Heinemann Educational Books, 1979), p. 100.

The symbols used are:

(---) -- The suggested period for review of skills learned in first grade, not requiring whole class instruction.

(*) -- The suggested period for direct instruction/teacher modeling of each skill.

(→) -- The suggested period for ongoing skill development, reinforcement, and independent application.

Notwithstanding the suggested time periods for instruction shown on the following list, it is important never to overlook the "teachable moments" as they occur. Informal instruction might result from many child-initiated activities, e.g., children's questions, independent activities, or informal conversations. By taking advantage of these moments, the teacher will help children better retain the learnings they themselves seek.

The list may also be used to note the increasing complexity of skills, the overlapping of certain skills, and the need to plan instruction in related areas of the communication arts.

Developmental Skills in Communication Arts

	Fall	Winter	Spring
LISTENING			
Demonstrated Behaviors			
. Being attentive	--- →	→	→
. Showing interest	--- →	→	→
. Responding to discussion	--- *	*	* →
. Reacting to oral reading	--- →	→	→
. Conversing informally	→	→	→
Auditory Perception			
. Identifying common sounds in the environment	--- →	→	→
. Recalling a sequence of sounds	--- * →	→	→
. Identifying sounds in the initial, medial, and final positions of words	--- *	*	* →
. Identifying words that rhyme	--- *	* →	→
. Identifying word families or phonograms	--- * →	→	→
. Distinguishing between words that differ by one phonic element	--- * →	→	→
. Distinguishing between words that differ by two phonic elements		* →	→
. Distinguishing between sounds that are aurally similar (b/d, b/p, d/t, m/n, v/w, f/v, s/z, ch/sh)	--- * →	→	→
. Identifying the number of syllables in a word		* →	* →

Auditory Comprehension

- Following oral directions
- Retelling a story
- Recalling two sequentially related events
- Understanding narrative text:
  - recalling details
  - recalling sequence
  - making inferences
  - understanding cause and effect
  - stating the main idea
  - predicting outcomes
  - drawing conclusions
  - understanding author's purpose
  - recognizing elements of stories

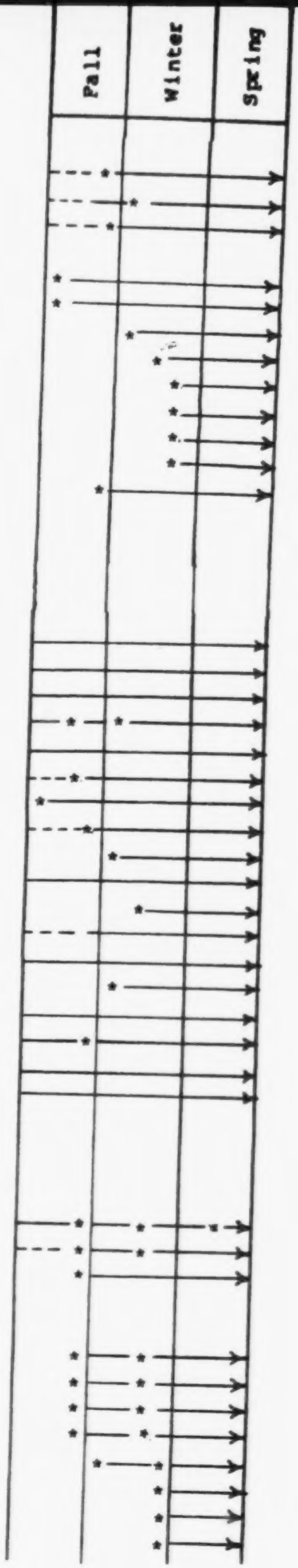
SPEAKING

Language Development

- Asking questions
- Expressing opinions
- Participating in group discussions
- Demonstrating appropriate language patterns and usage
- Using proper pronounciation
- Reciting poetry and finger plays
- Dramatizing stories
- Retelling stories in sequence
- Giving oral reports
- Sharing information
- Interviewing people
- Expressing feelings
- Conveying messages
- Storytelling
- Performing before an audience
- Reading aloud with expression
- Choosing words appropriately
- Describing story elements

- Vocabulary Development

- Using new words in context
- Using referential pronouns appropriately
- Using connectives (and, or) to unify thoughts
- Using strategies to unlock meanings of unfamiliar words:
  - context clues
  - antonyms
  - synonyms
  - homophones
  - homographs
  - analogies
- Restating figurative language in literal terms
- Restating idioms in literal terms



READING

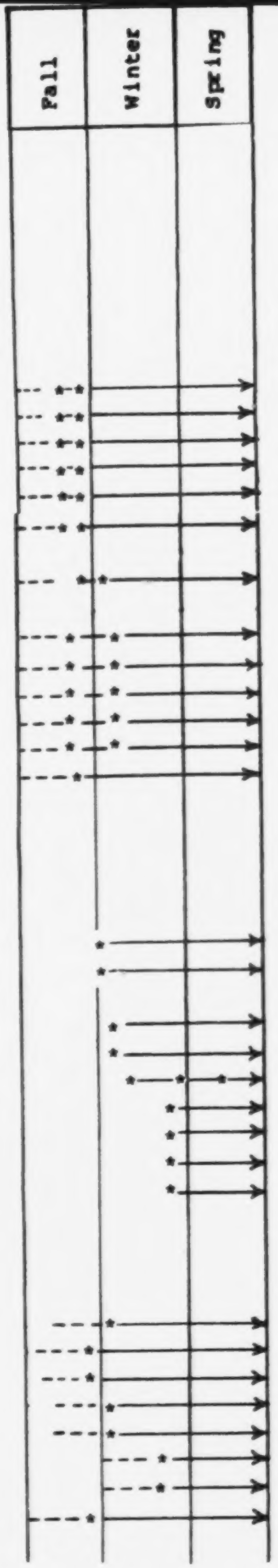
Word Attack Skills

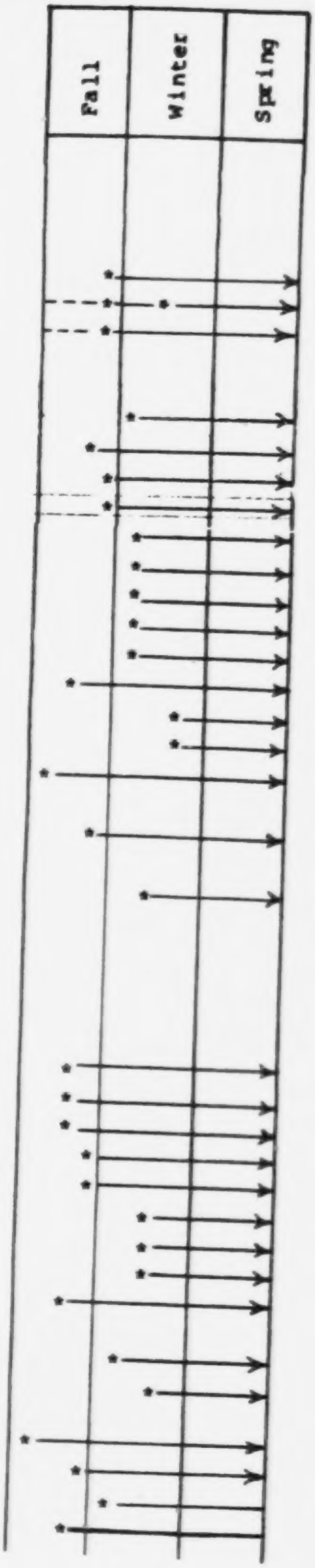
Phonics - Decoding

- Recognizing letter/sound relationships
  - Vowels: Short a (cat)
    - e (bed)
    - i (pig)
    - o (sock)
    - u (duck)
  - Initial consonants as sequenced or reviewed in the basal text
  - Final consonants as sequenced or reviewed in the basal text
  - Vowels: Long a (cake)
    - e (bee)
    - i (kite)
    - o (rope)
    - u (mule)
- Substituting initial consonants to form word families (phonograms)
  - cat-hat-bat-fat-sat;
  - cake-bake-make-take-sake
- Recognizing letter/sound relationships
  - Consonant blends
    - Initial
    - Final
  - Consonant Digraphs
    - Initial
    - Final
  - Vowel Digraphs
  - R-controlled vowels (bark, hurt, burn)
  - L-controlled vowels (call, always)
  - Schwa as a beginning sound
  - Diphthongs

Structural Analysis

- Recognizing
  - root or base words
  - compound words
  - plural endings (s, es)
  - endings that indicate comparison (er, est)
  - common verb endings (s, ed, ing)
  - prefixes
  - suffixes
  - uses of the apostrophe in contractions and possessives





Reading Comprehension

- Following simple written directions
- Observing punctuation
- Recalling sequence of events
- Using context clues to determine meaning of new words
- Relating text to personal experience
- Recognizing main idea
- Recognizing supporting details
- Recognizing cause-and-effect relationships
- Understanding comparative relationships
- Making inferences from text
- Predicting outcomes
- Drawing conclusions
- Distinguishing between real and fanciful
- Distinguishing between fact and opinion
- Interpreting figurative language
- Answering who, what, where, why, and when questions at the literal level
- Answering how and why questions at the interpretive level
- Reading for specific information

Developing Literary Appreciation

- Identifying elements of narrative text
  - character
  - plot
  - setting
  - mood
  - theme
  - author's point of view
  - identification of the storyteller
- Distinguishing between fiction and nonfiction
- Becoming familiar with various literary genres (folk tale, fable, fairy tale, biography)
- Recognizing humorous elements
- Understanding poetry
- Demonstrating appropriate reading behaviors
  - relating reading to prior knowledge
  - visualizing story events
  - predicting story events
  - generating questions about text

	Fall	Winter	Spring
LIBRARY AND STUDY SKILLS			
. Using basic location aids			
- page numbers	- - * —	—	—
- table of contents	- - * —	—	—
- index	* —	—	—
- titles	* —	—	—
- headings	* —	—	—
. Using graphic aids			
- maps		* —	—
- charts		* —	—
- graphs		* —	—
- diagrams		* —	—
- time lines		* —	—
. Using references			
- dictionary/glossary	* —	—	→
- thesaurus	*	—	→
- encyclopedia		* —	→
. Using skimming and scanning strategies to locate information in texts		* —	→
. Organizing material on charts or lists		* —	→
. Rereading for understanding	* —	—	→
. Previewing text for subject content	* —	—	→
. Varying reading rate with subject matter		* —	→
. Summarizing text		* —	→
. Using library facilities	* —	—	→
WRITING			
Handwriting			
. Forming all manuscript letters (upper and lower case)	- - * —	—	→
. Using legible and appropriate letter form/size	- - * —	—	→
. Establishing line-to-line progression	* —	—	→
. Using appropriate spacing between words	* —	—	→
. Copying words and sentences	* —	—	→
. Using margins appropriately	* —	—	→
Spelling			
. Spelling accurately words from Spelling List A, words from personal writings, and other words	* —	—	→
. Acquiring and using an effective method of studying word spellings	* —	—	→
. Using inventive spelling to write new words	- - -	—	→
. Using a variety of word attack strategies when learning to spell	- - -	* —	→
. Developing an interest in words	—	—	→
. Using dictionaries, glossaries, and lists as aids to spelling	*	—	→
. Using plural generalizations (s, es)	- - - *	—	→
. Applying common phonogram patterns to spelling words	- - - *	—	→

	Fall	Winter	Spring
Composing			
• Writing for a variety of purposes/audiences			
- personal journals	*	→	→
- newsletters		*	→
- reports		*	→
- personal narratives		*	→
- responses and reactions to literature	*	→	→
- lists	*	→	→
- explanations and directions	*	→	→
- letters, notes, invitations		*	→
- content reports		*	→
- experiments with various genres (poetry, folk tales, fairy tales, riddles)		*	→
-Creating new endings and beginnings to stories	*	→	→
• Selecting own topics	*	→	→
• Focusing on one topic	*	→	→
• Using complete and coherent sentences	*	→	→
• Combining sentences into short paragraphs		*	→
• Using appropriate punctuation and capitalization	*	→	→
• Using a variety of revision techniques (adding on, cut and paste, moving words and sentences)		*	→
• Using simple editing checklists to improve written work		*	→
Attitudes Developed Through Reading and Writing			
• Taking pleasure in reading and writing	→	→	→
• Enjoying rereading written work to others	→	→	→
• Listening and responding to classmates' oral reading and writing	→	→	→
• Becoming aware of authors' styles and modes of writing	→	→	→
• Internalizing and responding to literary styles by using those techniques in own writing	→	→	→
• Distinguishing between reading/writing for pleasure and for information	*	→	→

SKILLS IN MATHEMATICS

Introduction

Children come to second grade with a variety of prior school experiences. Many have participated in all-day kindergarten and first grade after a prekindergarten, Head Start, or Day Care Program; other children come with only some of these experiences.

Teachers should become familiar with the topics and concepts presented in Now We Are Six: A Guide To Teaching First Grade for possible review and reinforcement. For example, developing the concept of measurement using nonstandard units is not included in this second grade guide. Teachers should be aware that this is a requisite concept and may need to be introduced for some children at the beginning of the school year.

The following seven principles are basic to planning for growth in mathematics:

1. Mathematics is taught in a definite sequence.

2. Each mathematics topic is developed through four developmental levels:

    - engaging in experiences
    - using representational materials
    - thinking through mathematical relationships
    - writing and using mathematics in solving problems

3. The four developmental levels may overlap.

4. For most topics in mathematics, children will need a significant amount of time to experience all four developmental levels.

5. Children will also vary in the amount of time needed to advance through a topic. More mature children may proceed through the first two developmental levels more rapidly than less mature children. Some children may be able to "think through" more mathematical relationships than other children.

6. The earlier a topic in mathematics is introduced, the longer the teacher should emphasize the first two developmental levels.

7. Children are frequently encouraged to estimate answers before they compute. Those children who are unable to give reasonable estimates will need to go back to earlier developmental levels or to simpler concepts or processes.

The scope for second grade mathematics is based on the New York State and New York City curricula. It should be noted that the curriculum is cyclical and developmental. It encompasses the following major topics:

- numbers and numeration
- addition of whole numbers
- subtraction of whole numbers
- fractions
- geometry
- measurement
- algebraic concepts
- graphs, probability, statistics
- problem solving

Manipulative materials should be explored early in the school year, allowing time for:

- children to discover the properties of each type of material
- the teacher to observe children's levels of skill development in using each material

Informal learning, in which children become familiar with concepts and skills, should precede focused instruction.

It should be remembered that the level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling, dialogue, and discussion.

Concepts may be introduced to large groups of children; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in first and second grade, may not be completely internalized until later.

Early in the school year, the second grade teacher should use formal and informal assessment procedures to plan an appropriate instructional program. The program should include a process for grouping and individualization which is responsive to the children's varied levels of functioning in basic skill areas. Of course, the teacher will utilize opportunities for developing skills during activities and experiences throughout the day.

The mathematics skills to be developed in the second grade are listed in the following chart. The chart shows:

- the suggested period for informal and/or child-initiated activity, depicted by a broken line (---)
- the suggested period for focusing direct instruction on each skill, depicted by a star (*)
- the suggested period for ongoing skill development and reinforcement, depicted by an arrow (⟶)

The chart indicates that specific skill lessons are planned by the teacher and taught for a week or two during the suggested time frame. The chart can also be used to note the increased complexity of skills, the overlapping of skills, and the need to plan for concurrent instruction in various skills.

Developmental Skills in Mathematics

Time - Months and Years

	Fall	Winter	Spring
. Reciting the months of the year in sequential order	- - *	—	→
. Stating what last month was and what next month will be	- - *	—	→
. Identifying the number of days in a month and year	- - *	—	→
. Reading the month, day, and year from a calendar	- - *	—	→
. Identifying the dates that are before and after a given date	- - *	—	→

Recognizing and Naming Whole Patterns 0 Through 100

	Fall	Winter	Spring
. Counting to 100 by ones	- - *	—	→
. Naming the whole number between any two numbers from 0 to 100	- - *	—	→
. Naming the whole number immediately before and immediately after any whole number from 0 to 99	- - *	—	→

Counting by Tens Through 100

	Fall	Winter	Spring
. Counting forward and backward by 10 through 100	- - *	—	→
. Identifying and writing the ten that comes between a given pair of tens through 100	*	—	→
. Identifying and writing the number that comes one ten before and one ten after a given number	*	—	→

Counting Hundreds Through Ten Hundred (1000)

	Fall	Winter	Spring
. Counting forward and backward by hundreds through ten hundred (1000)	- - *	—	→
. Writing the numbers from 100 through 1000 by hundreds	- - *	—	→
. Identifying and writing the hundred that comes between a given pair of hundreds through 1000	*	—	→
. Identifying and writing the number that comes one hundred before and one hundred after a given number	*	—	→

Reading and Writing Standard Numerals (100 through 1000)

- Counting and writing numbers forward and backward through 1000 without bridging the hundreds
- Identifying and writing the number that comes exactly between a given pair of numbers through 1000
- Identifying the number that comes one before and one after a given number through 1000
- Counting forward and backward by ones bridging the hundreds (99 through 1000)

Counting by Tens and Fives to 1000

- Counting and ordering numbers 50 through 100 by tens
- Counting and ordering numbers 100 through 1000 by tens
- Writing numbers 50 through 100 by tens
- Writing numbers 100 through 1000 by tens
- Counting and ordering numbers 0 through 1000 by fives
- Writing numbers 0 through 1000 by fives

Relation Symbols (=)

- Comparing the numbers from 0 through 1000 using the relation symbol = (equal)
- Comparing numbers 0 through 1000 using the relation symbol > (greater than)
- Comparing numbers 0 through 1000 using the relation symbol < (less than)
- Comparing two numbers through 1000 using the relation symbols (=), <, >

Locating Information

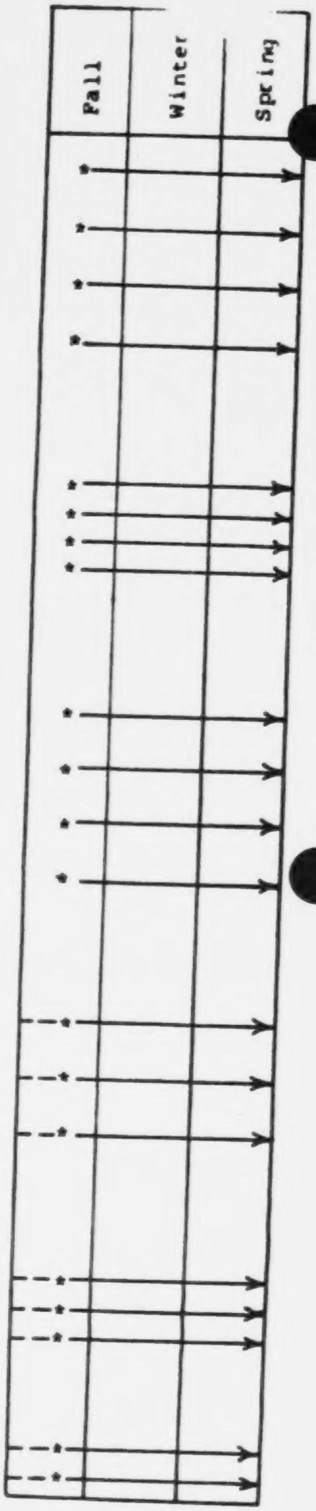
- Locating information in the environment in order to solve simple problems
- Locating information in a picture in order to solve simple problems
- Locating information on a table or chart in order to solve simple problems

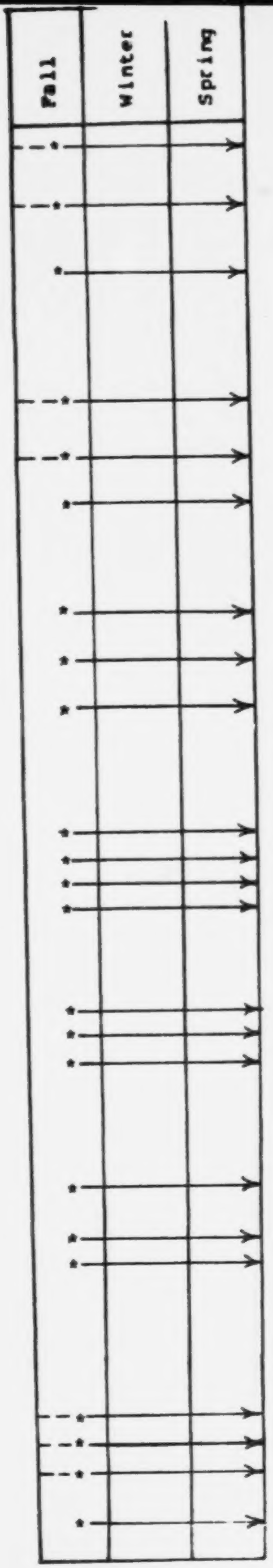
Data - Collecting, Tabulating, Arranging, and Comparing in Tables

- Collecting data
- Tabulating and arranging data in a table
- Comparing data in a table

Addition and Subtraction Facts

- Recalling addition facts through 18
- Recalling subtraction facts through 18





Quarters, Half Dollars

- Recognizing and identifying a quarter and a half dollar
- Identifying equivalent values of a quarter and a half dollar, using quarters, dimes, nickels and pennies
- Solving story problems related to skills learned in this module

Even and Odd Numbers

- Identifying numbers that are even from 100 through 1000
- Identifying numbers that are not even (odd) from 101 through 999
- Completing even and odd number sequences

Rounding

- Rounding a 2-digit number, having its ones digit less than 5, to the nearest ten
- Rounding a 2-digit number, having 5 in the ones place, to the nearest ten
- Rounding a 2-digit number, having its ones digit more than 5, to the nearest ten

Points, Lines, Line Segments, and Rays Around Us

- Recognizing points around us
- Recognizing lines around us
- Recognizing line segments around us
- Recognizing rays around us

Open Sentences

- Identifying an open sentence
- Using tables to show number relationships
- Using placeholders to identify patterns of sums and differences

Place Value Through 999

- Identifying the place value of any digit in a numeral less than 1000
- Identifying the meaning of zero in the place value system
- Writing a given numeral in expanded form
- Writing a standard numeral when the expanded form is given

Money - Dollars

- Identifying the value of a dollar bill as 100¢
- Showing equivalent values of a dollar bill
- Writing the decimal point and dollar sign to show one dollar symbolically
- Transposing a given amount from the word form using the dollar sign, decimal point and numbers

	Fall	Winter	Spring
Ordinal Numbers Tenth Through Thirty-First			
• Identifying the ordinal position of each object in a row through 20 objects	*	—	→
• Identifying the ordinal position of each object in a row through 31 objects	*	—	→
Exploring Properties of a Circle, Square, Rectangle, and Triangle			
• Recognizing and listing some properties of a circle (round, continuous side, no corners, a center)	*	—	→
• Recognizing and listing some properties of a square (four equal sides, four square corners)	*	—	→
• Recognizing and listing some properties of a triangle (three sides, three corners)	*	—	→
• Recognizing and listing some properties of a rectangle (four sides, four square corners)	*	—	→
Addition of 2- and 3-Digit Numbers Without Regrouping (Exchange)			
• Adding three or more 2-digit numbers without regrouping (exchange) and checking	*	—	→
• Adding a 3-digit number and a 2-digit number without regrouping (exchange) and checking	*	—	→
• Computing addition examples using numbers through $9.99 and checking	*	—	→
• Solving story problems related to skills learned in this module	*	—	→
Subtract a 2-Digit Number from a 3-Digit Number Without Regrouping (Exchange)			
• Subtracting a 2-digit number from a 3-digit number without regrouping (exchange) and checking	*	—	→
• Subtracting money using a 3-digit minuend and a 2-digit subtrahend and checking	*	—	→
• Solving story problems related to skills learned in this module.	*	—	→
Addition of 3-Digit Numbers Without Regrouping (Exchange)			
• Adding two 3-digit numbers without regrouping (exchange) and checking	*	—	→
• Adding three or more 3-digit numbers without regrouping (exchange) and checking	*	—	→
• Computing addition examples using numbers through $9.99 and checking	*	—	→
• Solving story problems related to skills learned in this module	*	—	→

	Fall	Winter	Spring
Subtract a 3-Digit Number from a 3-Digit Number Without Regrouping (Exchange)			
. Subtracting two 3-digit numbers without regrouping (exchange) and checking		* —	→
. Subtracting money through $9.99 and checking		* —	→
. Solving story problems related to skills learned in this module		* —	→
Guess and Check			
. Checking guesses against problem conditions in non-numerical problems	— —	— — * —	→
. Checking guesses against problem conditions in numerical problems	— —	— — * —	→
Using Data			
. Answering questions based on a set of data	—	— * —	→
. Creating original questions based on a set of data		* —	→
. Making inferences based on a set of data		* —	→
Bar Graphs			
. Collecting and structuring data based on personal or group experiences to complete a bar graph	— — —	— * —	→
. Interpreting a bar graph		* —	→
Temperature - Celsius and Fahrenheit Thermometers			
. Explaining the meaning of the word degree and identifying its symbol	— —	— * —	→
. Recognizing and reading a Fahrenheit thermometer to the nearest five degrees, ten degrees	— —	— * —	→
. Identifying the degree scale as shown on a Celsius thermometer and reading to the nearest five degrees	— —	— — * —	→
Symmetry			
. Determining whether objects have lines of symmetry	— —	— — * —	→
. Finding more than one line of symmetry		— — * —	→
Linear Measure - Inch and Foot			
. Identifying various standard tools of linear measurement	— —	— * —	→
. Identifying an inch on a one-foot ruler	— —	* —	→
. Measuring objects less than a foot in length to the nearest inch and recording using the abbreviation (")		— * —	→
. Using the 12-inch ruler to measure a line segment		* —	→
. Identifying the relationships between inch and foot		* —	→
. Measuring objects to the nearest foot and recording, using the abbreviation (')		* —	→

Addition of 2- and 3-Digit Numbers Using Expanded Notation Without Regrouping (Exchange)

- Adding 2-digit numbers using expanded notation
- Adding 3-digit numbers using expanded notation
- Adding a 2-digit number and a 3-digit number using expanded notation

Subtraction of 2- and 3-Digit Numbers Using Expanded Notation Without Regrouping (Exchange)

- Subtracting a 2-digit number using expanded notation without regrouping (exchange)
- Subtracting a 2-digit number from a 3-digit number using expanded notation without regrouping (exchange)
- Subtracting a 3-digit number from a 3-digit number using expanded notation without regrouping (exchange)

Addition of a 2-Digit Number and a 1-Digit Number With Regrouping (Exchange) Ones to Tens

- Adding a 2-digit number and a 1-digit number with regrouping (exchange) using expanded notation
- Adding a 2-digit number and a 1-digit number with regrouping (exchange) ones to tens and check
- Solving story problems related to skills learned in this module

Subtraction of a 1-Digit Number from a 2-Digit Number With Regrouping (Exchange)

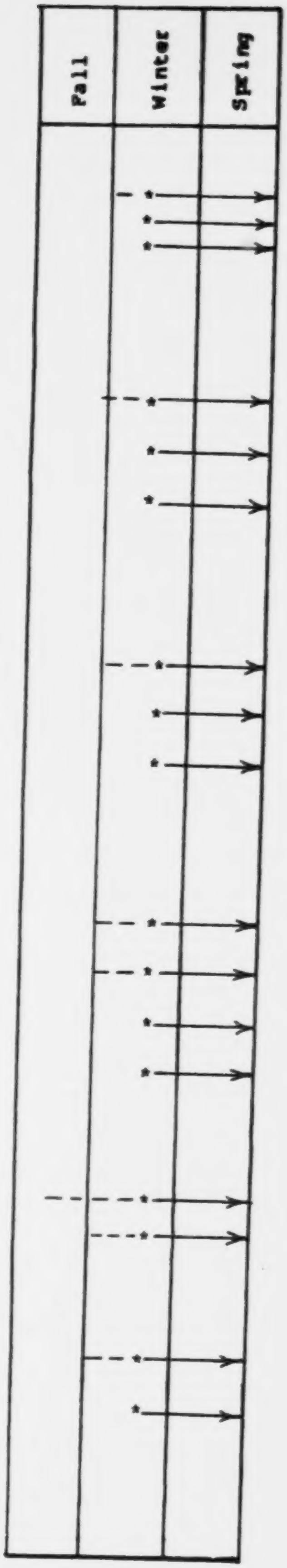
- Subtracting a 1-digit number from a 2-digit number with regrouping (exchange) using expanded notation
- Subtracting a 1-digit number from a 2-digit number with regrouping (exchange) tens for ones and check
- Subtracting money through 99¢ with regrouping (exchange) tens for ones and check
- Solving story problems related to skills learned in this module

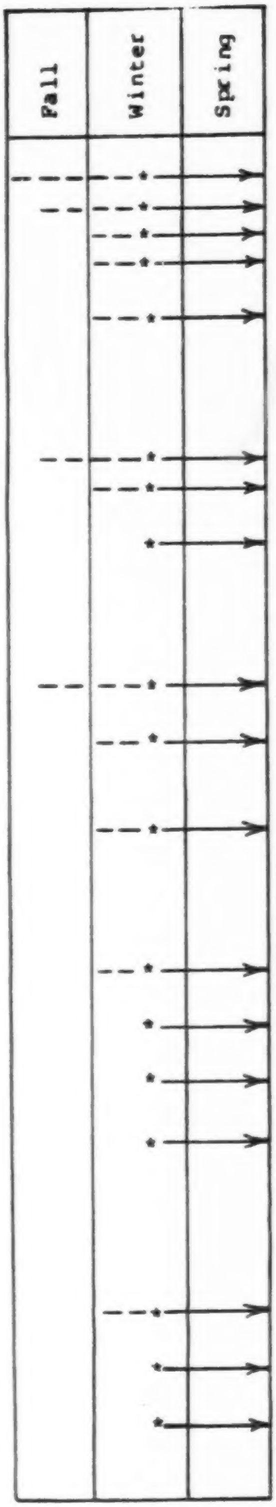
Money - Making Change Through the Value of a Dollar

- Making change through the value of fifty cents
- Using combinations of coins to make change through the value of one dollar

Fractions - Halves, Fourths, and Thirds

- Separating a concrete object into halves, fourths, and thirds and identifying the parts as equal
- Identifying and writing fractional notations for halves through 2/2, fourths through 4/4, and thirds through 3/3





Multiplication Facts for Two Through Ten

- Showing groups of two through 5 groups of two
- Counting by twos through ten
- Recognizing (x) as the symbol for multiplication
- Using a number line to demonstrate counting by two through ten
- Demonstrating that multiplication is the process of repeated addition of like addends

Introduction to Division

- Demonstrating that division is a process of sharing
- Demonstrating that division is the process of repeated subtraction
- Solving story problems related to skills learned in this module

Division Facts for Twos Through Ten

- Separating up to 10 objects into groups of two without a remainder
- Identifying the number for a given group through 10, and telling how many groups of two are in that larger group
- Solving story problems related to skills learned in this module

Linear Measure - Meter, Decimeter and Centimeter

- Measuring objects using a meter stick and its subdivisions (cm/dm)
- Recognizing that 100 cm = 1 m and each cm = $\frac{1}{100}$ m
- Comparing centimeters, decimeters, and meters using equivalent measures
- Solving story problems related to skills learned in this module

Addition of 2-Digit Numbers With Regrouping (Exchange) Ones to Tens

- Adding two 2-digit numbers with regrouping (exchange) using expanded notation
- Adding two 2-digit numbers with regrouping (exchange) ones to tens and checking
- Solving story problems related to skills learned in this module

Subtraction of 2-Digit Numbers With Regrouping (Exchange) Tens to Ones

- Subtracting a 2-digit number from a 2-digit number with regrouping (exchange) using expanded notation
- Subtracting a 2-digit number from a 2-digit number with regrouping (exchange) tens to ones and check
- Subtracting money through 99¢ and checking
- Solving story problems related to skills learned in this module

Fractions - Fifths, Sixths, and Tenths

- Recognizing that when an object is separated into parts of equal size, each part may be written as a unit fraction of the whole object
- Separating a concrete object into fifths, sixths, and tenths and identifying the parts as equal
- Identifying and writing fractional notation for fifths through 5/5, sixths through 6/6, and tenths through 10/10
- Solving story problems related to skills learned in this module

Probability - Predict and Tally Outcomes

- Predicting the outcome of three equally likely events
- Tallying the outcome in a three-possibility event

Weight - Ounce, Pound

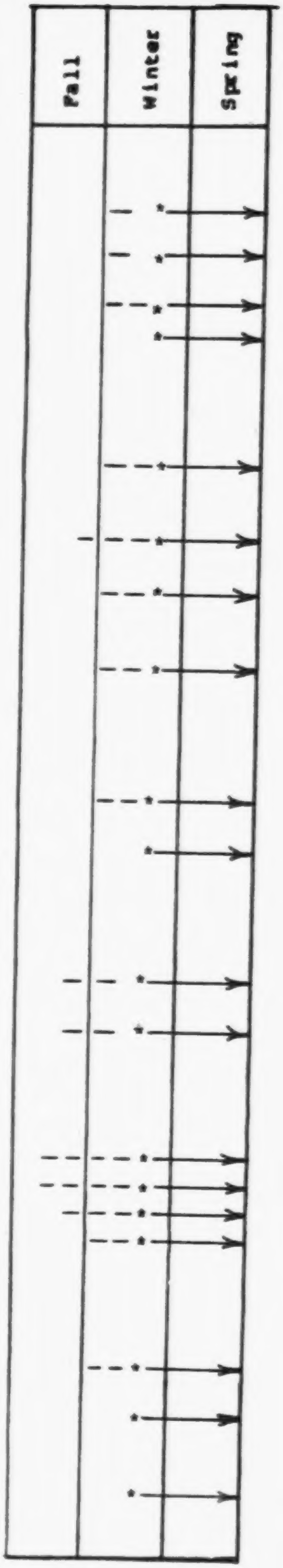
- Identifying pounds and ounces as standard units of weight
- Estimating and weighing familiar objects using appropriate customary units

Multiplication Facts for Fives Through 25

- Showing groups of five through 25
- Counting by five through 25
- Using a number line to demonstrate counting by five
- Demonstrating that multiplication is the process of repeated addition of like addends

Division Facts for Fives Through 25

- Separating up to 25 objects into groups of five without a remainder
- Identifying the number for a given group through 25, and telling how many groups of five are in that larger group
- Solving story problems related to skills learned in this module



	Fall	Winter	Spring
Identifying and Writing Roman Numerals I - XII			
. Identifying the Roman symbols I, V, and X			— * →
. Identifying and writing Roman numerals from I through XII (1 through 12)			* →
Counting Forward and Backward by Patterns of Three			
. Identifying the numbers 0 through 99 counting by threes		– –	– – * →
. Writing and ordering the numbers from 0 through 99, counting by threes		– –	– – * →
. Counting and writing the numbers from 99 through 0 (in backward order), by threes			– – * →
Multiplication Facts for Threes Through 15			
. Showing groups of three through 5 groups of three		– – – –	– – * →
. Counting by threes through 15		– –	– – * →
. Using a number line to demonstrate counting by threes			– – * →
. Demonstrating that multiplication is the process of repeated addition of like addends			– – * →
Division Facts for Threes Through 15			
. Separating up to 15 objects into groups of three without a remainder		– –	– – * →
. Identifying the number for a given set through 15, and telling how many groups of three are in that set		–	– – * →
. Solving story problems related to skills learned in this module			– – * →
Weight - Gram and Kilogram			
. Identifying grams and kilograms as metric units of weight			* →
. Estimating and weighing familiar objects using appropriate metric units			* →
Counting Forward and Backward by Patterns of Four			
. Identifying the numbers from 0 through 100 counting by fours		– –	– – * →
. Writing and ordering the numbers in counting order from 0 through 100, by fours		–	– – * →
. Counting and writing the numbers from 100 through 0 (in backward order), by fours			– – * →

	Fall	Winter	Spring
Multiplication Facts for Fours Through 20			
• Showing groups of four through 5 groups of four	– –	– – – –	– – *→
• Counting by fours through 20 groups of four		– –	– – *→
• Using a number line to demonstrate counting by fours through 20			– – *→
• Demonstrating that multiplication is the process of repeated addition of like addends			– – *→
Division Facts for Fours Through 20			
• Separating up to 20 objects into groups of 4, without a remainder		– –	– – *→
• Identifying the number for a given set through 20, and telling how many groups of 4 are in that set		–	– – *→
• Solving story problems related to skills learned in this module			– – *→
Identifying Fractional Parts of a Group			
• Separating a group, through 10 objects, into two equal groups		– –	– – *→
• Separating a group, through 20 objects, into four equal group		–	– – *→
• Separating a group, through 15 objects, into three equal groups		–	– – *→
• Solving story problems related to skills learned in this module			– – *→
Linear Measurement - Half Inch			
• Identifying 1/2 inch on the 12" ruler		–	– – *→
• Measuring and recording length of objects to the nearest 1/2 inch		–	– – *→
• Measuring and recording lengths of line segments to the nearest 1/2 inch		–	– – *→
Dozen and Half Dozen			
• Identifying a group of twelve objects as a dozen and six objects as a half dozen		– – –	– – *→
• Solving story problems related to skills learned in this module		– –	– – *→
Time - Quarter Hour, Minutes, and Seconds			
• Reading and writing time on standard and digital clocks to the quarter hour		– –	– – *→
• Identifying relationships between seconds and minutes, and minutes and hours			– – *→
• Solving story problems related to skills learned in this module			– – *→

	Fall	Winter	Spring
Attributes of Three-Dimensional Objects			
. Comparing attributes such as size, shape and weight of common three-dimensional objects		———	——*→
. Comparing attributes such as texture, or properties such as sliding or rolling		——	——*→
. Recognizing shapes that fit without gaps		——	——*→
Commutative and Associative Properties of Addition Through 999			
. Using the commutative property of addition, using numbers through 999		——	— *→
. Using tables to discover patterns of the commutative property		—	——*→
. Using the associative property of addition, using numbers through 999		——	——*→
Properties of Subtraction			
. Recognizing that the commutative property does not apply to subtraction			——*→
. Using a table to discover the inverse relationship between addition and subtraction			——*→
Cup, Pint, Quart			
. Identifying the relationships among cup, pint, and quart			——*→
. Estimating and measuring capacity using different customary units		———	——*→
Patterns			
. Creating and explaining a pattern, given concrete material		———	——*→
. Completing a picture pattern and stating the rule		——	——*→
. Completing a numerical pattern and stating the rule		——	——*→
Addition of 2-Digit and 3-Digit Numbers With Regrouping (Exchange) Ones to Tens			
. Adding a 3-digit number and a 2-digit number with regrouping (exchange) using expanded notation			——*→
. Adding a 3-digit number and a 2-digit number with regrouping (exchange) and checking			——*→
. Computing addition examples with regrouping (exchange) using money through $9.99 and checking		——	——*→
. Solving story problems related to skills learned in this module			——*→

	Fall	Winter	Spring
Commutative Property of Multiplication			
• Applying the commutative property of multiplication to the two times table through five groups of two			– – * →
• Applying the commutative property of multiplication to the three times table through five groups of three			– – * →
• Applying the commutative property of multiplication to the four times table through five groups of four			– – * →
Division and Multiplication as Inverse Operations			
• Recognizing the division symbol (÷)		– –	– – * →
• Recognizing that multiplication and division are inverse (opposite) operations			– – * →
• Demonstrating related facts for number families		–	– – * →
Arrangements of Two Through Five Items			
• Making arrangements of two through five items using all the items	– –	– –	– – * →
• Making subsets of one or two objects from sets of three or four concrete objects	– –	– –	– – * →
• Defining and identifying subsets of a given set of objects		– – –	– – * →
Ratio - 2:1 Correspondence			
• Using two-to-one correspondence to develop ratio			– – * →
• Using a chart to show ratio			– – * →
Missing Information			
• Determining whether sufficient information exists to solve a problem		–	– – * →
• Supplying missing information to solve a problem		– –	– – * →
Deciliter			
• Identifying relationships between a liter and a deciliter			– – * →
• Estimating capacity using different metric units			– – * →

Scope of Curriculum Areas

ART

We should not underestimate the value of art activity in second grade. Painting, drawing, and creating with a variety of materials provide dynamic experiences for strengthening child development.

Through art activities:

- motor and perceptual skills are sharpened and refined
- thinking skills are enhanced
- the child's sense of self, as an individual and a member of a group, is fostered.

Characteristics of child art parallel other aspects of child development. The second grader's gradually lessening egocentricity gives way to a more objective and realistic appraisal of the world. Six- to eight-year-olds are increasingly able to visualize familiar people, places, and objects, and to express them through art media. A vocabulary of art emerges when children are given time to use art media and to discuss both their own work and that of their peers.

An attractive learning environment supports children's continuing aesthetic development. Classroom displays, trips to view exhibits, and environmental walks--all help to sharpen observational skills. Exposure to works by artists of different cultures helps children to value art and appreciate its diversity. As they focus on their visual world and discuss its richness and beauty, children discover the elements of art. They learn to appreciate color, line, pattern, and form.

As eye-hand coordination and manual dexterity become more refined, most second graders are able to engage in more complex art processes. These may be either individual or group enterprises. In a climate of encouragement, the children's ability to express themselves through art will flourish.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
DRAWING: Expression of personal experiences; Illustrations for stories and poems; Fantasy creatures	. Develop increased control and work tends to be smaller. . Begin to draw people and things in profile (side view). . Include more detail in drawings. . Continue to use symbols for people, animals, and objects, but drawings begin to look more realistic. . May still arrange objects/people on a baseline. . May show some reticence about expressing ideas freely in art without supportive teacher motivation/questioning.

MATERIALS: Pencils; chalk; wax and oil crayons; felt-tip markers; paper in various colors, sizes, shapes, textures; chalkboard; composition board, cardboard, wood, and other surfaces.

PAINTING: Personal experiences/moods; Story illustration; Murals; Designs, patterns, textures; Decorated surfaces of craft objects

- Apply paint and create symbols based on previous experience.
- Paint more representational symbols and add greater detail and variety.
- Plan for individual and/or group expression.
- Choose different sized brushes and brush techniques to accomplish work.
- Combine and separate colors more purposefully.
- Enjoy outlining and filling in shapes.
- Combine paint with other media.
- Describe and analyze own work and that of others.

MATERIALS: Water-based tempera; cake water colors; water-color pencils; brushes in variety of sizes, 1/4 to 1 inch wide, both stiff and soft; 18" x 24" newsprint and manila paper; a variety of colored paper.

MODELING WITH CLAY: Standing forms of familiar objects, animals and people; Decorated two and three dimensional surfaces

- Become more proficient in creating standing forms.
- Use pinch and pull method more frequently.
- "Weld" pieces of clay together with slip.
- Use fingers and water in limited amounts to smooth surfaces.
- Explored tools for achieving different surface textures.

MATERIALS: Moist potter's clay (may be powdered or pre-mixed); homemade modeling clay; work boards; thin wire (for cutting clay and/or removing work from board); air-tight storage containers; simple tools, e.g., plastic utensils and wooden sticks.

DESIGNING WITH PAPER: Collage; Montage; Masks; Paper sculpture; Paper mosaics

- Cut or tear paper into a variety of shapes as needed for individual or group projects.
- Show growing ability to manipulate paper by folding, curling, twisting, etc.
- Use alternative methods for attaching papers to one another.
- Choose from a broad variety of paper colors, textures, and weights.
- May add crayon detail or accessory materials to enhance work or to make resemblance to real objects clearer.

CONTENT AREA	SKILLS AND KNOWLEDGE
	MATERIALS: Papers in a variety of colors, weights, textures; found papers, e.g., foils, cellophane, tissue, wallpaper, magazines, newspaper; accessories: doilies, string, yarn, ribbon, pipe cleaners; paste, glue, tape, stapler; scissors.
CONSTRUCTION: Three-dimensional design of objects from the real and/or imaginary world (people, animals, totem poles, rockets, buildings, etc.); Non-objective structures	. Devise methods for attaching shapes and accessory items to free-standing forms. . Develop ability to examine all sides of a work-in-progress in order to achieve harmony and balance. . May decorate forms with various media.
	MATERIALS: Wire and cutters; cardboard tubes and boxes; found materials, e.g. yarn, string, fancy papers; corrugated cardboard; scraps of lumber; dowel sticks; turned wood parts, e.g., knobs, beads; markers and paint; sandpaper; glue.
PRINTMAKING: Rubbings; Stamped prints; Stencilled prints; Prints from prepared blocks	. Master the process of creating crayon rubbing prints by placing various flat objects or textures under thin paper and rubbing the side of an unwrapped crayon over the top side of the paper. . Enjoy placing moist color(inking) on cut vegetables, cardboard edges, and found objects in order to create stamped prints of these items. . Create print patterns using natural and found objects, sometimes overprinting with a second color. . Develop skill in preparing cut paper stencils in order to create prints by crayoning or dabbing color around stencil shapes. . May create incised printing blocks with styrofoam, potatoes, soap. . May create printing blocks by gluing cardboard shapes onto small boxes.
	MATERIALS: Thick, unwrapped crayons; cardboard shapes; found objects, e.g., leaves, coins, keys; variety of paper; tempera paints and/or water-based printing inks. Sheet styrofoam; potatoes, carrots, onions; dull-pointed pencils for incising; Scissors; small boxes; commercial inking rollers or cardboard tubes.

CONTENT AREA	SKILLS AND KNOWLEDGE
MAKING PUPPETS: Stick puppets; Hand puppets; Finger puppets	. Make stick puppets by cutting out painted and crayoned images and attaching them to dowels. . Create puppet heads and bodies with various found items, e.g., spoons, balls, cups. . Use a variety of accessory materials to add features, hair, and clothing to puppets. . Develop skill in creating papier-mache or modeled heads for puppets. . Discover ways for making finger puppets from found materials such as glove fingers, cardboard tubes, peanuts.
	MATERIALS: Plastic spoons, styrofoam and rubber balls, paper cups, cardboard tubes, boxes, and other found objects; accessory materials: buttons, beads, feathers, styrofoam, yarn, cotton, fur bits, fabric scraps, etc.; paint and markers. Glue, tape, rubberbands, string; wheat paste and paper towels or newspaper; sawdust (fine).
CRAFTS: Weaving; Knotting Stitchery; Casting/carving; Mosaics	. Exhibit more refined manual dexterity skills. . Enjoy creating and completing practical objects for own use or as gifts. . Show interest in creating large-group projects. . Sustain interest for longer periods of time.
	MATERIALS: For weaving, stitchery, knotting: yarn, string, thread; found fibers; fabric, mesh, canvas; tapestry needles; latchet hooks; box and frame-looms. For casting/carving: plaster of Paris; plaster gauze; wooden sticks and plastic utensils. For Mosaics: Glue; gravel, tile, pebbles; seashells; cardboard or wood bases.

HEALTH EDUCATION

Young children can form healthy patterns of behavior and develop positive attitudes towards their own health early in their school experiences. The process of health learning achieves desirable health practices. Health is a state of physical, mental, and emotional well-being which enables children to achieve the greatest satisfaction in their personal and social lives. The teacher can create a healthy learning environment in the classroom where understanding relationships are maintained.

The habits, attitudes, and health concepts our children develop leads them to make responsible decisions now and later in life. It is our responsibility to assist children to acquire the skills needed to make these choices and decisions.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
MENTAL/EMOTIONAL HEALTH:	
COMMUNICATION OF EMOTION	. Children know that all human beings have and show emotions. They discover the methods of communicating emotions with the face and body. . Children learn the different types of emotions, why they have them, and how to cope with their own emotions as well as the emotions of others. . Children differentiate between pleasant and unpleasant emotions. . Children compare different expressions of emotions. . Children illustrate ways emotions are revealed through physical reactions.
AWARENESS OF BODY SENSES	. Children realize that senses help people communicate with one another. . Children learn about the five senses and how they all protect, provide pleasure and benefits.
APPRECIATION OF SIGHT AND HEARING	. The eyes help us see the world around us. . The sense of hearing enables us to hear sounds in our environment. . Children appreciate the enrichment that vision and hearing can bring to them. . Children learn how much they depend on the sense of sight and the sense of hearing and the consequences of the deprivation of those senses. They also learn how people compensate for the loss or any diminution of these senses. Children begin to understand the needs of people with these handicaps.

CONTENT AREA	**SKILLS AND KNOWLEDGE**
STRUCTURE AND FUNCTION OF THE EYE AND EAR	• Children learn the names of the parts of the eye and their relationship to sight. Children learn the parts of the ear and their relationship to hearing. They learn that the eyes and ears help us communicate through their unique construction. • The eyes and ears are delicate organs and need proper care. • The senses of seeing and hearing are important to one's safety, health, and ability to learn.
EYES AND EARS AND THEIR CARE	• Children realize that eyes and ears are susceptible to injury and illness. • Children learn about injuries resulting from air pollution, noise pollution, and accidents. They become aware of unsafe practices and of objects that can cause injury to their eyes and ears. • Children learn about the functions of mechanical aids for vision and hearing. • Children whose eyes and/or ears hurt or bother them should inform their parent/teacher.
PREVENTING HEALTH PROBLEMS	• Children recognize that positive health and safety practices will protect the eyes and ears and promote overall health. • Children identify sources of pollution and actions that can be taken to protect oneself in public places. • Children differentiate between kinds and sources of environmental pollution. • Children describe ways to avoid hearing loss due to noise pollution. • Children describe ways community members help individuals with sight and hearing handicaps. • Children explain benefits of personal health care practices. • Children describe ways to protect the eyes and ears. • Germs are found everywhere; they are so tiny that they cannot be seen without a microscope. • Some germs can be harmful if they enter the body. • Sick people should rest quietly and comfortably, and have the benefit of medical advice. • Sometimes it is necessary to go to a hospital for special treatment. • People should have medical examinations on a regular basis. • Immunizations prevent certain diseases by defending the body from harmful germs.

CONTENT AREA	SKILLS AND KNOWLEDGE
NUTRITION IS IMPORTANT EVERY DAY	. Food is important for growth, repair of tissues, energy, and heat. . Children describe individual and ethnic variations in food choices. . Children describe sources of different kinds of foods. . Children explain the importance of eating nutritious food.
SAFETY AND FIRST AID	. Children explain how to prevent accidental eye and ear injuries. . Children differentiate between hazards and accidents. . Children describe basic first aid treatment of eye and ear injuries. . School safety should be practiced regularly in classrooms, halls, and playgrounds. . Safety rules should be followed when engaging in water sports. . Certain objects in the home, e.g., matches and electrical appliances, require special care to insure one's safety. . There are proper procedures for taking care of minor cuts and bruises.
EXERCISE, REST, AND SLEEP	. Daily exercises such as rhythms, games, and dance are important to one's health. . Rest and sleep are necessary for body growth and development. . Work, exercise, and play make a person feel better. . Sufficient rest and sleep make a person feel better.
DENTAL HEALTH	. Children should visit the dentist for regular checkups. . Brushing and flossing help clean the teeth. . A nutritious diet helps teeth to remain strong and healthy. . Sweets and soft drinks may be harmful to the health of the teeth.

MUSIC

It is not necessary to have extensive training and ability to provide an exciting music experience. Teachers of young children have both the obligation and the opportunity to expand children's natural modes of expression through musical activity. The multi-ethnic culture of New York City affords an abundance of resources for classroom use.

Second graders can respond to music by:

- singing
- moving
- using simple instruments
- creating sound patterns
- listening

Musical learning involves simultaneous development in six areas: movement, rhythm experiences, singing, listening, instrumental activities, and musical notation.

Since children bring their background of other experiences to musical interpretations, the music program can be a natural integrator for ways of knowing and learning.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
CREATIVE MOVEMENT	• Body movement is a form of musical interpretation. • Appropriate music encourages a free style of interpretation and improvisation. MATERIALS: Balls, hoops, scarves, records, tapes.
RHYTHM EXPERIENCES	• Rhythm is a fundamental element of music. • Rhythm is used for communication. • Children may demonstrate awareness of beat, accents, and long and short notes through such physical responses as: walking clapping hopping tapping swaying skating rowing skipping and other rhythmic movements. • Children may demonstrate awareness of rhythms through ability to listen to and repeat/echo rhythms. MATERIALS: Drum, tom-tom, records, tapes, rhythm instruments.

CONTENT AREA	SKILLS AND KNOWLEDGE
SINGING	. Songs can tell us about people, animals, and things. . Songs can express the ideas and feelings of all cultures. . We learn many different kinds of songs. . Some notes are high; others have lower tones. . Correct pitch and sustained quality are important to good singing. . Musical instruments can be used to play along with songs (accompanying songs). . Sounds in the environment have different qualities (timbre). . Musical instruments make different sounds. . There are various qualities in musical sounds: pitch--high/low dynamics--loud/soft tempo--fast/slow mood--bright/somber . Children may participate in live musical performances, in school and out of school. . An orchestra is made up of many musical instruments (strings, woodwinds, percussion, brass). MATERIALS: Piano, autoharp, guitar, records, tapes.
LISTENING	. Non-pitched instruments, such as the drums, cymbals, triangle, and rhythm sticks, can be orchestrated to accompany songs and recordings. . Children develop playing skills related to rhythm, singing, listening, and creative expression, e.g., environmental sounds like thunder can be "produced" on a bass drum. MATERIALS: Pitched instruments, i.e, melody bells, flutes, xylophone; orchestral and vocal recordings, blank tapes for recording sounds.
INSTRUMENTAL ACTIVITIES	. Simple melodies can be played on pitched musical instruments. . Both pitched and non-pitched instruments can be combined in one orchestration, e.g. "Twinkle, Twinkle, Little Star." MATERIALS: Commercial and home-made rhythm (non-pitched) instruments; pitched instruments.

CONTENT AREA	SKILLS AND KNOWLEDGE
MUSICAL NOTATION	. Repeated musical patterns can be recorded in symbols/pictures. . High and low sounds can be demonstrated using hand levels. . Musical notes are symbols to help us read music. . Reading musical notations of common rhythmic patterns reinforces musical learning. . Composing rhythm patterns is an important step in musical composition.

Non-pitched Instruments
rhythm sticks
7" cymbals
triangles with beater
tambourines
small tub drum
hand drum
barrel drum
tone blocks
sand blocks
castanets
finger cymbals

Pitched Instruments
xylophones
tone bells
resonator bells
autoharp
kalimba
steel drums

MATERIALS: Flannel board, Music Staff and notes, chalkboard, music manuscript paper.

PHYSICAL EDUCATION

A sequential program of physical education activities in the early years makes a vital contribution to children's overall growth and development. It is therefore critical that time be provided in the second grade instructional program for children to engage in a wide range of gross and fine motor activities.

When children enter second grade, the teacher will observe individual differences in their levels of physical and motor development. Provision should be made to review familiar first grade activities and games.

As children participate in these and other games and creative and rhythmic activities, they exhibit both integrated learning and the joy of movement. Such experiences continue to form the foundation for a lifetime of physically and emotionally fulfilling activities.

The Scope of the Program

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WHERE THE BODY MOVES:	
Spatial Awareness	. using general space freely . choosing personal space easily . knowing inside, outside, around, through, over, under, in front of, at side of, in back of
Directional Awareness	. combining direction with locomotor and manipulative skills
Level Awareness	. combining level changes with manipulative skills using balls, hoops, beanbags . differentiating between lower than and higher than--throwing ball higher than head and catching it; bouncing ball lower than knee and catching it
Pathways Awareness	. traveling along a variety of routes--circle, square, triangle, rectangle, curved and straight lines . varying pathways while bouncing balls

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
THE BODY AND ITS PARTS: Body Awareness	• knowing right foot, left foot, right hand, left hand, chin, ear, brow, forehead, eyelids, shins, ankles, calves, thighs • improving visual and auditory discrimination evidenced by moving body parts in response to written, drawn, and verbal symbols; loud and soft, high and low sounds; vocabulary: freeze, stop, go, hop, run; geometric figures: square, circle, triangle, line
HOW THE BODY MOVES: Time, Force, Flow	• applying force intentionally to improve jumping, hopping, throwing, and bouncing • using force and flow intentionally to refine performance: changing pace and direction in locomotor activities; bouncing a ball higher and lower in manipulative activities; swinging arms slowly and quickly in non-locomotor activities
WHAT THE BODY CAN DO: Non-Locomotor Movements	• improving stretching, bending, elevating, pushing, pulling, curling, swinging, swaying, twisting • becoming aware of possible variations in movement of specific body sections: bending upper part down and sideways; circling arm and leg; raising the lower part while lying down • developing effective non-locomotor movements in manipulative activities, e.g., raising and lowering the lower arms while moving in circle
Locomotor Movements	• combining locomotor and non-locomotor movements fluidly, e.g., catching while running, leaping • running while carrying a ball or small piece of equipment
Manipulative Movements	• improving bouncing, throwing, catching, kicking, punching, striking, and rolling large balls • combining manipulative and locomotor movements • applying manipulative ability in simple games • jumping rope with rope turning forward, backward; travel while jumping; "double dutch" • using a variety of equipment, such as hoops, bean bags, paper balls

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Uses of Body Parts	. expressing ideas with dramatic intent . meeting and separating body parts in executing jumping jacks . moving body parts symmetrically: arms raised over head; arms raised forward; to side and back . moving body parts asymmetrically: one foot forward and one back, and change; one arm up, other down, and change . improving balance, both static (motionless) and dynamic (in motion) . using specific body sections to initiate action in activities such as forward roll and log roll . executing stunts using various body parts: reaching for the moon, jumping frame, roly poly, tall trees growing
RHYTHMS AND DANCE: **Creative and Rhythmic Expression**	. expressing emotions through movement . executing rhythmic and creative expressions freely and imaginatively . knowing difference between even and uneven rhythms in locomotor movements--gallop, slide, and skip as uneven rhythms; hop, jump, walk, run as even rhythms . creating original movements to recorded music, percussive instruments, and other accompaniment
Dance	. performing walk, skip, gallop, hop, slide, tap, and stamp in various directions to musical accompaniment . executing dance patterns: forward and back, promenade, honor partner and corner, swing partner, circle four and eight hands around, hook swing . performing: Circassian Circle, O Susanna, Danish Dance of Greeting, Hopp Mor Annika (Skip Annika)

SCIENCE

NOTE: The New York City science curriculum is in the process of revision in response to the newly developed elementary school science syllabus of New York State. In the interim, the science activities offered in this second grade manual, based largely on the New York City publication SCIENCE K-2 and the State Education Department Elementary Science Syllabus, are intended to provide children with the appropriate background and skills necessary to proceed to the next level of study.

Active participation in the scientific process comes naturally to young children. The learning environment may be a science center in the classroom. It may be extended to the school yard and neighborhood, and further to zoos, parks, and environmental centers.

Second graders should be given opportunities to observe, compare, classify, organize, analyze and share data--to engage in the scientific process. The inquiry and problem-solving skills which children develop and refine through planned experience can become the foundation for continued learning. Teachers have the responsibility to prepare children to conserve energy, to respect the earth's resources, to treat animals humanely and to live and work with one another in a peaceful manner.

The Scope of the Program

CONTENT AREA	SKILLS AND KNOWLEDGE
ANIMALS	
Animal Pets	. There are many kinds of pets.
Needs of Pets	. Animals need air, food, water, and shelter. . Some care for themselves; others need help.
Movement of Animals	. Animals swim, hop, crawl, run, or fly.
Reproduction	. Animals look like their parents. . Some living things undergo many changes before they look like some others of their species.
Survival	. Animals protect themselves in many ways.
PLANTS	
Needs of Plants	. Plants need water, soil, light, the proper temperature, and space in which to grow.
Plant Parts	. Common plants have leaves, stems, roots, and sometimes flowers.
Structure of a Seed	. A seed contains a baby plant.
Growing Plants	. Some plants can be grown from parts of a plant.

CONTENT AREA	SKILLS AND KNOWLEDGE
Plants and animals are dependent on other plants and animals.	. Humans depend on plants, for example: - a source of food - material for shelter - shade from the hot sun - material to make cloth, dyes, mèdicine - adornment for beauty - protection of soil against evasion - fuel . Plants benefit from animals, for example: - the dispersal of seeds - aeration of soil by earthworms . Animals depend on other animals, for example: - some animals eat other animals for food - humans make clothing from parts of some animals - humans make pets of some animals for enjoyment and protection - humans use some animals to perform work and to provide humans with recreation
Each kind of plant and animal goes through its own stage of growth and development during its life span.	. Stages of development in some plants include: - seed, seedling, and adult plant - bulb, seedling, and adult plant . Stages of development in animals include: - insects: egg, larva, pupa, adult - frogs: egg, tadpole, adult
Each animal has parts to enable it to meet its needs.	. The parts of animals have functions which help the animal to live and thrive - wings, legs, or fins enable animals to seek shelter - mouth, including teeth, jaws, and tongue, enable animals to eat - feathers, fur, scales enable animals to protect themselves - eyes, ears, nose, tongue, and skin enable some animals to sense their surroundings
Properties of an event are determined by space and time.	. An event takes time to occur. For example, the term required for: - a candle to burn - a quantity of water to boil - a sugar cube to dissolve in water - a seed to germinate . Events may occur in sequence - morning to noon to night - planting seeds to growing plant to harvesting crop - spring to summer to fall to winter - past event, present event, future event

CONTENT AREA	SKILLS AND KNOWLEDGE
	• Some events occur on regular intervals - ticking of a clock - eating breakfast - sitting of the sun - birthdays - beginning of school
Properties of an object can be changed. by an event called an interaction	• Heating can make objects warmer • Adding heat to a material can form liquids or gases, for example: - melting ice - boiling water - dry ice to vapor
SUNLIGHT AND SHADOWS	
Sun in the Sky	• The sun is the chief source of light. • The sun is very far away. • The sun is always in the sky and appears in different places at different times. • When the sun sets, the sky darkens and night begins.
Shadows in the Sunlight	• When something comes between the sun and the earth, it makes a shadow. • The length and direction of a shadow depend upon the position of the sun. • Shadows help to tell time.
An object can be pushed or pulled to cause the object to change its motion	• The change in motion is in the direction of the push or pull. • The heavier the object, the larger the push or pull required. • The rougher the surface, the greater the push or pull required.
MAGNETS	
Using Magnets	• There are many different kinds of magnets. • Magnets will pick up objects made of iron.
Strength of Magnets	• Some parts of a magnet are stronger than others. • A magnet is strongest at its end. • Magnets can attract through some substances.
How Magnets Affect Other Magnets	• When 2 magnets are brought near each other, they pull together or push apart. • A magnet can push or pull another magnet without touching it.

CONTENT AREA	SKILLS AND KNOWLEDGE
WATER, SOIL, ROCKS, AND AIR	
Water Around Us	. Water takes the shape of its container.
Mixing Substances With Water	. When different substances are mixed with water they may dissolve, sink, or float. . Stirring makes some things dissolve faster in water. . Some substances color water. . Some objects fall through a liquid (sink) while others are supported by it. Floating and sinking depends upon properties of objects such as: - shape of the object - position of the object (face up or down) - weight of the object - type of material in the object
Soil Around Us	. Soil is found in many places. . Water and wind can carry soil away. . Moist soil holds together better than dry soil. . Different kinds of soil have different colors. . Soil has living and non-living objects in it.
Rocks Around Us	. There are many kinds of rocks. . Rocks are different in size, smoothness, hardness, and luster; they can be classified according to these properties.
Sand	. Sand is made of tiny pieces of rock.
The Air Around Us	. Air is all around us and in water and soil. . Air occupies space and has weight. . Air takes the shape of its container.
MOVING IN THE AIR	
Flying Along	. Wind is moving air. . Wind carries many things. . Some things fly high; some fly low. . A parachute slows the fall of an object that hangs from it. . Engines can move something through the air. . Rockets and jets move in the opposite direction from that of the escaping gases.

SOCIAL STUDIES

The second grade social studies curriculum focuses on the child as part of a family living and working in a larger community. New York City as a community is explored; people who live and work here and in the surrounding communities are studied. As children study their immediate environment they learn about other ethnic groups and how people communicate--economically, culturally and politically.

The community is studied using five perspectives: social, political, economic, geographic, and historic. Building on the understandings developed in the kindergarten and first grade, the second grade program continues to encourage interdisciplinary learning to help the child grow as a social being and a self-directed learner.

The Scope of the Program

The ten key concept goals of the State Education Department K-6 social studies curriculum are:

CHANGE:	basic alterations in things, events, and ideas
CITIZENSHIP:	membership in a community (school, state, nation...), with its accompanying behaviors, rights, and reponsibilities
CULTURE:	the way of living any society develops to meet its fundamental needs
EMPATHY:	the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others
ENVIRONMENT:	surroundings, including natural elements and elements created by humans
IDENTITY:	awareness of one's own values, attitudes, and capabilities as an individual and a member of groups
INTERDEPENDENCE:	reliance upon others in mutually beneficial interaction and exchange
NATION-STATE:	a geographic/political organization uniting people by a common government
SCARCITY:	the conflict between unlimited needs and wants and limited natural and human resources
TECHNOLOGY:	the tools and methods used by people to get what they need and want

The key concept goals interrelate and overlap with the following perspectives from the New York City Board of Education's Minimum Teaching Essentials K-2.

Perspective	Understandings
Social: (Culture, Empathy, Identity)	.Families are found in all communities as a basic unit of society. .Family members are interdependent. .Some behaviors are learned from members of the community. .Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors. .People communicate by oral language, signs, and written language. .Some special ways of transmitting information are the calendar, clock, thermometer, ruler. .Inventions that improve and speed communications are the telephone, telegraph, television, radio, magazine, newspaper. .New York City is a great center of communications. .People are interviewed for information.
Political: (Citizenship, Nation/State)	.Families develop rules to govern and protect family members. .Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. .Every community has rules and laws to govern and protect community members. .Our country, the United States of America, has leaders who make, explain, and carry out laws. .Citizenship includes an awareness of the symbols of our nation. .Citizenship includes an awareness of the patriotic celebrations of our nation. .Current affairs are studied to see how they affect children's lives and to assist in developing civic responsibility. .New Yorkers are governed by laws and elected leaders.
Economic: (Interdependence, Scarcity, Technology)	.People in all communities have needs and wants which are influenced by many factors and met in different ways. .People in rural, urban, and suburban communities are producers of goods and services. .People in rural, urban, and suburban communities are consumers of goods and services. .People in schools are producers and consumers of goods and services.

Perspective	Understandings
Economic (continued)	.People in rural, urban, and suburban communities play specialized roles as workers. .Through work, people in communities earn income to help meet their needs and wants. .Communities collect taxes to provide services for the public benefit. .People in communities must make choices due to unlimited wants and needs and limited resources.
Geographic: (Environment, Nation/State)	.A community is located in a suburban, urban, or rural area. .A rural, urban, or suburban community is influenced by geographic features. .Symbols in our community are helpful to us. .In some communities, life is influenced by seasonal change. .People need transportation to forward and transport goods. .Science has invented ways to help us travel and send goods further, faster, and more cheaply than before. .Transportation has helped to make New York City a great city. .New York City consists of neighborhoods, communities, and boroughs. .Suburbs are areas outside of the five boroughs. .New York City belongs to the greater metropolitan area, which also includes parts of New Jersey and Connecticut
Historic: (Change, Identity)	.Each person in a community has an ethnic background which may be handed down to others. .Schools change over time. .Rural, urban, and suburban communities change over time. .Communities celebrate their history. .Communities of the future may be different in many ways. .People in the United States celebrate national holidays, e.g., the Fourth of July, Washington's Birthday, Lincoln Birthday. .People in other countries also celebrate national holidays, e.g., Bastille Day. .New York City has many places of public interest.

The curriculum area scopes were adapted from the following sources:

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Section 10

Resources and References

Resources and References

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Pre-Kindergarten and Kindergarten. Curriculum Guide. Brooklyn, NY: New York City Board of Education, 1969-70 Series.

Reaching the Gifted. Grades K-6. Brooklyn, NY: New York City Board of Education, 1983.

Science. Grades K-2. Brooklyn, NY: New York City Board of Education, (reprinted) 1964.

Social Studies Grade 1: Living and Working Together in the Community. Brooklyn, NY: New York City Board of Education, 1967.

Teaching Music. Grades K-4. Brooklyn, NY: New York City Board of Education, 1979.

The University of the State of New York. A Multicultural Early Childhood Resource Guide. Albany, NY: The State Education Department Division of Civil Rights and Intercultural Relations, revised 1984.

Writing Every Day Generates Excellence: A Manual for the Teaching of Writing. Brooklyn, NY: New York City Board of Education, 1981.

JOURNALS AND PAMPHLETS

Aiding Children's Education Project. "Being Me Is Great" series, sponsored by Brooklyn Borough President Howard Golden.

Childhood Education: Journal of the Association for Childhood Education International. 3615 Wisconsin Ave., NW, Washington, DC 20016.

Language Arts. Official Journal of the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

The Reading Teacher. A Journal of the International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714.

You Can Encourage Your Child to Read. International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711.

Young Children: The Journal of the National Association for the Education of Young Children. 1834 Connecticut Ave., NW, Washington, DC 20009.

PROFESSIONAL ORGANIZATIONS

The Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The Association for Gifted Children
Mrs. Craig, President
15 Gramercy Park South
New York, NY 10003

Association of Teachers of Mathematics of New York City
Mr. Eric Calyo
58 Spring Brook Road
Spring Valley, NY 10977

Association of Teachers of Social Studies/U.F.T.
260 Park Avenue South
New York, NY 10016

Brooklyn Reading Council
1874 East 22 Street
Brooklyn, NY 11229

Elementary School Science Association (ESSA) of New York
82-40 242nd Street
Bellerose, NY 11426

Humane Education Committee
P.O. Box 445
New York, NY 10028

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

Manhattan Council - IRA
Harriet Kaufman, Membership Chair
145 E. 84 Street
New York, NY 10028

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, AR 71901

National Council Teachers of English
1111 Kenyon Road
Urbana, IL 61801

National Science Teachers Association
17-42 Connecticut Avenue, NW
Washington, DC 20009

New York Public School Early Childhood Association - Brooklyn Section
New York Public School Early Childhood Association - Queens Section
Early Childhood Teachers Association - Staten Island Section
--For names and addresses of current officers, please contact the Early Childhood Education Unit at (718) 596-6263.

New York State Reading Association
258 State Street
Albany, NY 12210

New York State School Music Association
Dr. Robert Campbell, Executive Director
P.O. Box 9120
Schenectady, NY 12309

Queensboro Council of Reading
P.S. 184
163-15 21 Road
Whitestone, NY 11357

Science Council of New York City
Jerry Resnick
c/o E.R. Murrow H.S.
Room 200 - 1600 Avenue L
Brooklyn, NY 11230

Staten Island Reading Association
P.O. Box 119
Staten Island, NY 10314

EVALUATION FORM

TEACHING GRADE TWO

Division of Curriculum and Instruction
Office of Curriculum Development and Support
Early Childhood Education Unit

Please return by December 1, 1985 to:

Morris Freedman, Director
Office of Curriculum Development and Support
131 Livingston Street
Brooklyn, New York 11201

Name: ____________________ **School:** ____________________

Title or Position: ____

1. Was Planning and Scheduling helpful to you in organizing the classroom(s)? If not, what type of information did you need?

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2. Did The Setting: Teaching and Learning Together help you to plan your program? If not, what aspects of the program should be included?

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3. Have you developed one of the suggested themes in your classroom? If not, what themes have you developed? How does the thematic approach assist you in integrating the curriculum areas?

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4. Which parts of Developing Communication Arts Skills Through Literature did you find helpful?

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5. Which of the suggestions in Parents and Teachers: Ways to Share were helpful? Would you like this section expanded? If so, how?

6. Have you used one of the suggested assessment checklists? If not, have you used another checklist? Would you like to see it included in the teacher's guide?

7. Did Developmental Skills and Scope of Curriculum Areas assist you in implementing your program? If so, how?

8. What additions, deletions and/or revisions would you like to see in a new edition?

9. What is your overall reaction to the guide?

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Notes